



Old MacDonald and His Farm



An Eisenhower Project by

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1. Project Overview

The student's in the first grade at P. S. # 4 will be introduced to and exposed to the fascinating world of a working farm and farm animals. The students will visit the farm at the Bronx Zoo. They will use literacy resources, videos, web quest and various Microsoft programs to explore the farm setting, the farm animals and products produced on the farm.

The students will learn about the necessity of a working farm. They will be exposed to the idea of preserving farmlands, learn to appreciate farm life and understand the value of materials produced on the farm. They will delve into the study of the farm animal's life cycles and grow to comprehend the vital necessity of the animals on their own lives. Over the course of the year, the students will study the farm by incorporating all academic areas into their learning. Students will learn to use technology in order to familiarize themselves with the internet. They will learn how to interact with PowerPoint and Microsoft Word. As a culminating activity, the students will create clay animation figures to go along with the tune "Old McDonald's Farm".

2. Content Objectives

Students will be able to:

- Discuss necessity of preserving farmlands.
- Discuss how farm-life affects their lives.
- Name and identify various animals on the farm.
- Name and identify products produced on the farm.
- Learn the anatomy and life cycles of the following animals: hens, ducks, cows, horses, and pigs.
- Diets, habitats, and behaviors of the animals.
- Learn songs to help students comprehend farm facts.

3. Technology Objectives

Students will be able to:

- Perform a Google Search.
- Open Internet Explorer and a search engine. They will sort through for results.
- Identify keys of a keyboard and type two or more sentences onto Microsoft Word.
- Navigate Internet Explorer and Microsoft Word with double clicking.
- Use their user I.D. and passwords to independently log on o classroom computers.

4. New Jersey Core Content Curriculum Standards

Language Arts & Literacy

3.1 Reading

3.2 Writing

3.3 Discussion

3.4 Listening

3.5 Viewing and Media Literacy

Science

5.4 Nature and Process of Technology

5.5 Characteristics of Life

5.8 Earth Science

5.10 Environmental Studies

5. Lesson Plans

The lesson plans that follow are a portion of our year long work on farm animals. Four are subject area based on content related standards. Two are based on technology related standards.

Lesson 1: Introduction to Farm Animals

Objective: The students will be introduced to various farm animals, some which are familiar and some not.

Materials:

- Song “Old MacDonald Had a Farm”
- Two children’s books both titled “Old MacDonald Had a Farm”
- United Streaming Video “Farm Animals: a First Look”
- Web site: www.kidsfarm.com/farm.htm
- Worksheet

Procedure:

Teacher will begin discussion of farm animals by brainstorming with students. With help of the class, the teacher will create a word web on the easel of all suggested farm animals. Class will then sing “Old MacDonald Had a Farm” with the animals listed.

The teacher will then read 2 children’s books and add any animals to the list. Students will then view website to hear actual animal sounds. The class will then sing the song again.

Assessment:

A hand-out of a barn will be distributed. Students will color and add 2 farm animals of their choice to the picture. They will write 2 sentences about their animals to go along with their drawings.

Lesson 2: Bronx Zoo Field Trip

Objective: Students will experience actual farm animals in a realistic setting. Students will be exposed to the life cycles of various animals, farm equipment and materials produced on a farm.

Materials:

- Field Trip
- Children's book entitled "Animals on the Farm"

Procedure: During the trip to the zoo, the teacher will discuss various animals and equipment used on the farm. Students will be able to touch, see and smell all farm experiences. Upon return to school, students will be asked to recall events of the day. At the same time, the teacher will write down comments on the easel. The students will then be read "Animals on the Farm". Using a Venn Diagram the class will write similarities and differences between the animals on the farm and the ones in the book.

Assessment: Students will draw in the diagram 2 animals that will common to both, and 2 that were not.

Lesson 3: Products We Use

Objective: The students will be introduced to the products produced on a farm that they use in their daily lives.

Materials:

- Children's book "Pancakes, Pancakes"
- Pictures of foods from a farm
- Graph of favorite foods
- Worksheet
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Procedure: The teacher will read "Pancakes, Pancakes" to the class. Discussion will follow as to what ingredients were used that came from the farm. On the overhead, the teacher will list the ingredients and the source of the ingredients. The students will then pick their 5 favorite foods and graph the results.

Assessment: A matching worksheet will follow of the animals and the products they produce.

Lesson 4: “Charlotte’s Web”

Objective: Students will be exposed to one of America’s best-loved children’s books: “Charlotte’s Web”. Through this novel, the students will become familiar with the farm animals life cycles, preservation of farmlands, farm vocabulary and the necessity of farmland.

Materials:

- Original novel: “Charlotte’s Web”
- 1 recent, short story of the original novel
- Original movie
- Recent movie

Procedure: Over the course of approximately 3 weeks, the teacher will read 1-2 chapters a day to the class. Every day, the students will be asked to recall previous chapters and discuss events and vocabulary. After reading the original story, the teacher will expose the class to 1 short story published recently. Students will then view the old movie and compare it to the original book. The new movie will be presented to the class and compared to the original book as well. The class will complete a Venn Diagram, comparing and contrasting the old version and the new version. Discussions will follow pertaining to preservation of farmlands.

Assessment: Students will be asked to draw their favorite farm animal from the original story. They will then write 2 sentences about that character.

Lesson 5: Keyboard and Typing

Objective: The students will be able to correctly identify keys on the keyboard and type at least 2 sentences.

Materials:

- Keyboard worksheet
- Teacher computer and T.V.
- Classroom computers

Procedure: The teacher will discuss the computer keyboard by demonstrating to the class how to open and use Microsoft Word. The classroom T.V. will display, for the class, all that the teacher is doing. The teacher will also demonstrate typing a sentence, with emphasis on the space bar, tab, caps lock and punctuation marks. The students will also be shown how to enlarge type, change type and color. All the while, displaying work on the T.V. for the class to view. The students will then be given paper keyboards to practice typing on.

Assessment: While students are practicing on their paper keyboards, small groups will work on the classroom computers. Each child will type their 2 sentences that were written on their favorite animal from “Charlotte’s Web”.

Lesson 6: Google

Objective: Students will be able to open up Internet Explorer on the classroom computers, log in with their User I.D., locate the Google tab and type in their specific topic.

Materials:

- Classroom computers
- Teacher computer
- Classroom T.V.

Procedure: The teacher will model on the computer how to open Internet Explorer. The teacher will locate Google and type in farm animals. The class will then decide which site to open and the teacher will demonstrate how to navigate the materials. All the while, the classroom T.V. will be showing the teachers work. Working in small groups, students will then be sent to the classroom computers and asked to Google specific farm animals. There, they will obtain information about the animal. The students will then copy the information onto paper.

Assessment: Each student will draw their animal, type 2 sentences on Microsoft Word, and print their sentences.

Self-Evaluation

As a veteran teacher with 23 years of experience, I began this project with hesitation. I was confident that the academic objectives would be met by my students. On the other hand, I felt my technology skills were lacking, along with my confidence on the computer. I knew my lack of confidence would be seen by my students. The Eisenhower Project helped to increase my knowledge and thus increase my confidence. After a few sessions, I felt confident enough to introduce my class to the Internet and a Google search. Eventually, they were able to perform simple computer tasks on their own.

As the year went on, I was able to allow them to open Microsoft Word and type simple sentences. My apprehension soon was gone and the students were able to use the technology in their learning. They were so eager to work on the computer and search information. A number of students came to school with pictures of things they Googled at home. I felt so proud of their success!

In our society today, where computers are the norm, I believe it is extremely necessary that educators expose their students to all of the opportunities computers offer. The Eisenhower Project has helped me tremendously in achieving this goal. The mentors and directors made this experience very enjoyable for me. I am so very proud of the success my students and I have had.

Nancy Scarzafava

Bibliography

Children's Books:

- Old MacDonald Had a Farm, Mary Lee, 1998
- Old MacDonald had a farm, Child's Play, 1975
- Animals on the Farm, Zachary Williams, 2004
- Pancakes, Pancakes, Eric Carle, 1990
- Charlotte's Web, E.B. White, 1952
- Charlotte's Web, Jennifer Frantz, 2006

Websites and Videos

- United Streaming: "Farm Animals, at First Look"
- www.picadome.fcps.net/lab/currl/farm/default.htm
- www.kidsfarm.com/farm.htm
- www.alphabet-soup.net/farm/farm.htm
- www.kiddyhouse.com/farm
- Edtech.kennesaw.edu/web/farmanim.htm

Movies

- "Charlotte's Web", 1972, Hanna-Barbera Productions
- "Charlotte's Web", 2006, Paramount Pictures and Walden Media

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PROFESSIONAL DEVELOPMENT SCHOOL PROJECT

Title of Project: Old McDonald and His Farm

Description

Students will work in groups to create farm animal figures from clay. When completed, the class will participate in moving the animal figures and taking the pictures with a digital camera necessary to create the animation. After all the pictures are taken, the class will learn how to put together the presentation using Video Blender™ or another video production program to create a QuickTime® movie.

Objectives

1. Literacy/Creative Writing Skills—Students will be able to write a complete sentence.
2. Communication Skills—Students will be able to work in groups, and take on the responsibilities to complete the project.
3. Critical Thinking Skills—Students will be able to make decisions on the presentation of the project.
4. Technology Skills—Students will be able to:
 - a. Use a digital camera to take pictures.
 - b. Use a video camera to film project, if necessary.
 - c. Use a computer with PowerPoint or other animation program to create the presentation of the clay animation project.
 - d. Use a search engine to find images of farm animals.

Collaboration

Nancy Scarzafava will guide the students with the Language Arts portion of the project. Anita Kober will instruct the students in using the digital camera, and the equipment and software in the computer room. Both teachers will be involved in helping the students assemble projects for final clay animation production.

Core Curriculum Content and Cross Content Standards

Language Arts: 3.3-4; 3.3-9, 10; 3.3-13; 3.4-13; 3.4-14

Technological Literacy: 8.1.A, 8.1.B, 8.2.A

Evaluation

The evaluation will be based on the students representation of the farm animals in the song “Old McDonald had a Farm” according to the rubric at the end of the document.

Lesson 1

Introduction to Clay Animation

Time allotment:

This lesson requires two 40-minute periods for completion.

Objective:

Students will understand the concept of clay animation.

Procedure:

The teachers will speak to students about the concept of clay animation and will view a finished clay animation movie on the computer.

Steps:

1. Open a discussion about clay animation.
2. Introduce vocabulary.
3. List materials needed.
4. Discuss procedure to create a clay animation movie.

Vocabulary:

- Scene
- Storyboard
- Three dimensional
- Digital camera
- Quick time movie
- Armature frame (skeleton)
- Scale
- Kneading

Lesson 2

Sing-a-long Lesson Plan

Time allotment:

This lesson will require two 40-minute periods to complete.

Objective:

Students will sing along to the words and music of “Old McDonald had a Farm”.

Students will be to identify the types of animals represented in the song “Old McDonald had a Farm”.

Procedure:

Using a presentation system with sound, (I happen to have a SmartBoard™ Unifi 35), project an on-line version of “Old McDonald had a Farm” on to a white board.

Sing the song with the students.

List the types of animals presented in the song.

Materials:

SmartBoard presentation system and software.

“Old McDonald had a Farm” text and song.

<http://www.geocities.com/EnchantedForest/Cottage/3192/Oldmcdonald.html>

http://www.landofnurseryrhymes.co.uk/html_pages/midi%20-%20Old%20MacDonald%20Had%20A%20Farm.htm

Steps:

1. Using the SmartBoard, I will project and play an on-line version of “Old McDonald had a Farm” to sing along with the children.
2. Once the children have learned the song, we will make a list of the animals we sang about.
3. Using the SmartBoard software, we will then find and place pictures of the animals next to the text in our list.

Lesson 3

Building A Background

Time Allotment:

This assignment will require one (1) 40-minute period for discussion of the background and two (2) 80-minute periods to build the background, or as long as it takes to complete to your satisfaction.

Objective:

Students will become familiar with the characteristics of a clay-animation background.

Students will help build a background for the clay animation project.

Procedure:

1. Direct the students in the elements found on a farm.
2. Help the students in the construction of the farm.

Materials:

What ever materials necessary to complete your background.

Steps:

1. Background for your clay animation can be just about anything.
2. Construction paper or crape paper can be part of the background.
3. Objects such as rocks, branches, etc. in the foreground can give a sense of depth.
4. Large photographs, small posters, or pictures from a calendar may be used.
5. Make sure the background is on the same scale as the characters.
6. Students, with guidance and help from the teacher, will begin to build the background for the farm.

Lesson 4

Creating the Characters

Time allotment:

This assignment will require four (4) 80-minute periods, or approximately two (2) hours, to complete.

Objective:

Students will create clay characters from observations made of farm animals on field trip and with pictures.

Procedure:

Students will work within their groups to create and form farm animals.

Materials:

Clay and other materials necessary to create farm animals and the main characters of Old McDonald.

Steps:

1. Children will divide into groups.
2. One person from each group will come to the front of the room to gather items needed to make their farm animals. The items will include the following: pipe cleaners, aluminum foil, clay, yarn, eyeballs and assorted accessories.
3. Children will use pipe cleaners to create a “skeleton” for their farm animals, as the clay would not hold its shape without it.
4. Remind students to keep in mind the size and scale of their farm animals.
5. Children will knead the clay to soften it.
6. Once the clay is soft, the students will apply it to the “skeleton” of the character.

7. Children will begin making their farm animals and adding all necessary features.

	4	3	2	1	Total
Creativity	Original design of clay animation character.	Most of the clay animation character's elements are unique.	Some aspects of the clay animation character are unique.	The clay animation character is a copy of a clay animation character seen in source material.	
Attractive-ness And Craftsmanship	The clay animation character shows that the creators took great pride in his/her work. The design and construction look carefully planned. The item is neat.	The clay animation character shows that the creators took pride in his/her work. The design and construction look planned. The item has a few flaws.	Some thought was given to the design and construction of figure. The item has several flaws.	Very little thought given to the construction of the character. Poor construction of figure.	
Details	Clay animation character's details are all easily viewed and identifiable.	Most clay animation characters details are easily viewed and identifiable.	Most clay-animation character's details are identified easily.	Many details are too small or are not clear	
Time and Effort	Used class time wisely. Much time and effort went into the planning and design of the character.	Used class time wisely, most of the time.	Used class time wisely, some of the time.	Did not use class time wisely.	
Working With Others	Almost, always listened to, shared with, and supported the efforts of others. Attempted to keep people working together within the group.	Usually listened to, shared with, and supported the efforts of others. Did not cause "waves" in the group.	Often listened to, shared with, and supported the efforts of others, but sometimes is not a good team member.	Rarely listened to, shared with, and supported the efforts of others. Often was not a good team player.	

TASK: Students will complete a group project making clay animation characters after visiting and viewing other IKE participants.

Lesson 5

Using a Digital Camera

Time Allotment:

This lesson will require one 40-minute period to complete.

Objective:

Students will be able to take a picture of an object using a digital camera.

Procedure:

Students will work at individual computers to perform this task.

Materials:

Digital cameras, regular film camera, tripod, computers.

Steps:

1. Discuss the difference between a digital camera and a camera, which uses film.
2. Discuss the features of a digital camera (lens, viewfinder, view window, telephoto and wide-angle toggle switch, snap button, digital memory card).
3. Demonstrate how to use the features of a digital camera.
4. Let students take pictures.
5. Demonstrate how to download pictures from camera to computer.
6. Demonstrate procedure to save pictures in a file on the computer.
7. Demonstrate procedure to rename file of pictures on the computer to find them easily, in the future.

Lesson 6

Creating the Movie

Time Allotment:

This activity depends on the level of expertise of the students and help provided by the teacher.

Objective:

Students will be able to import pictures and follow the steps to create a movie using Video Blender™.

Procedure:

Students will work in groups, using one computer to perform this task.

Steps:

1. Open the Video Blender™ program.
2. Insert frames (pictures) from folder on computer or disk.
3. Insert a blank frame and move to first frame to use as the title frame
4. Insert a text box and type in title of movie.
5. Format font, size, and color of text after it is typed.
6. Format the background of the title frame.
7. Add an effect to the text.
8. Add in a music clip.
9. Save as an animation just in case more editing needs to be performed.
10. Convert the animation to a movie when completed.

Rubric for:

Using a Digital Camera

Downloading Pictures to the Computer

Activity	Novice	Apprentice	Expert
Use of Digital Camera	Is able to use the digital camera to take a picture.	Is able to use the digital camera to take a clear picture.	Is able to use the digital camera to take a clear picture using the focus feature of the camera.
Download Pictures	Is able to access the A drive	Is able to access the A drive and locate the correct picture	Is able to access the A drive, locate the correct picture and download it into a document
Creating a movie using Video Blender™.	Is able to create and save an animation.	Is able to create and save a movie with a title.	Is able to create and save a movie with a title and music.

Creating a Movie Using Video Blender™

(Portions of this rubric were created by Marie Romano, May 2005)

