



## Let's visit a farm!



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ΑΡΙΣΤΟΤΕΛΕΙΟ  
ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΘΕΣΣΑΛΟΝΙΚΗΣ





<b>Title</b>	<b>Let's visit a farm!</b>
<b>Thematic Category</b>	<b>Spring</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• The aim of this particular scenario is to teach to the children vocabulary related to a farm, and more specifically to different farm animals, the food that they eat, and the farmer's work in the farm.</li><li>• The scenario helps the children understand the concept of the farm through creative activities and selected material.</li><li>• It introduces the importance of nature for our nourishment and thus, it contributes to the children gaining a new perspective about agriculture.</li><li>• The activities that are planned also function as a revision of vocabulary items from previous thematic categories that the children have been exposed to, e.g. colours and animals.</li><li>• The scenario could be followed by an actual trip to a farm; therefore, children are given the opportunity to cement their newly acquired knowledge about farm life.</li></ul>





## Children

- ✓ know the farm animals in their first language (e.g. sheep, cow, horse, turkey, duck, pig) and the kind of work that the farmer does on a farm (e.g. milk the cow)
- ✓ become aware of the names of some animals in English
- ✓ are familiar with some types of food that animals eat in a farm

## Teachers

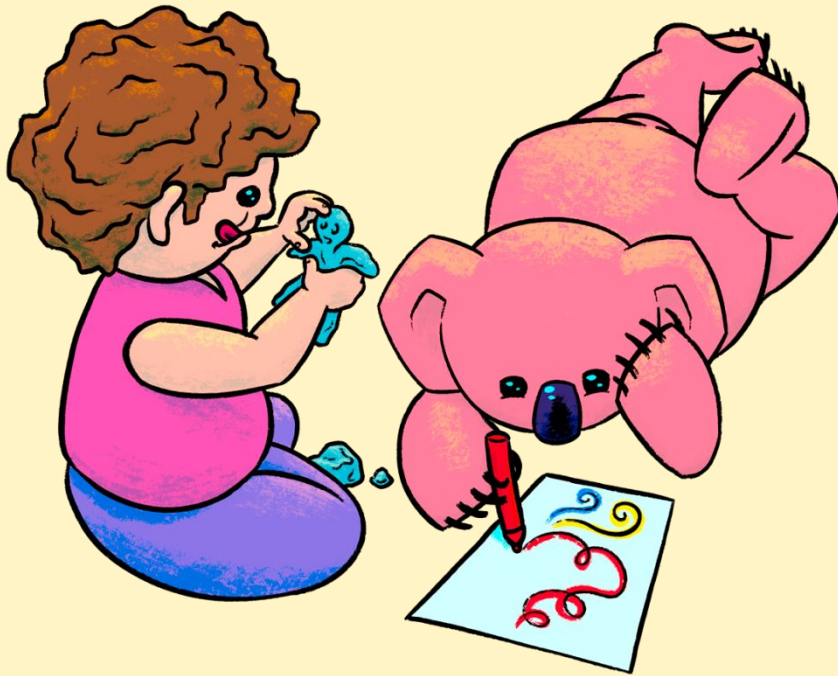
- ✓ The preschool teacher **(PT)** has discussed with the children about the animals which live in a farm, what they eat and the work of the farmer, e.g. by telling stories and demonstrating picture books that portray life at farm.
- ✓ In previous thematic units and activities, the English language teacher **(LT)** has told the children that Kiki has made a new friend, Harry the horse, who lives in a farm and one day will come to the classroom to get to know the children.
- ✓ The teachers **(LT-PT)** ensure the age-appropriacy of the activities and the educational material.





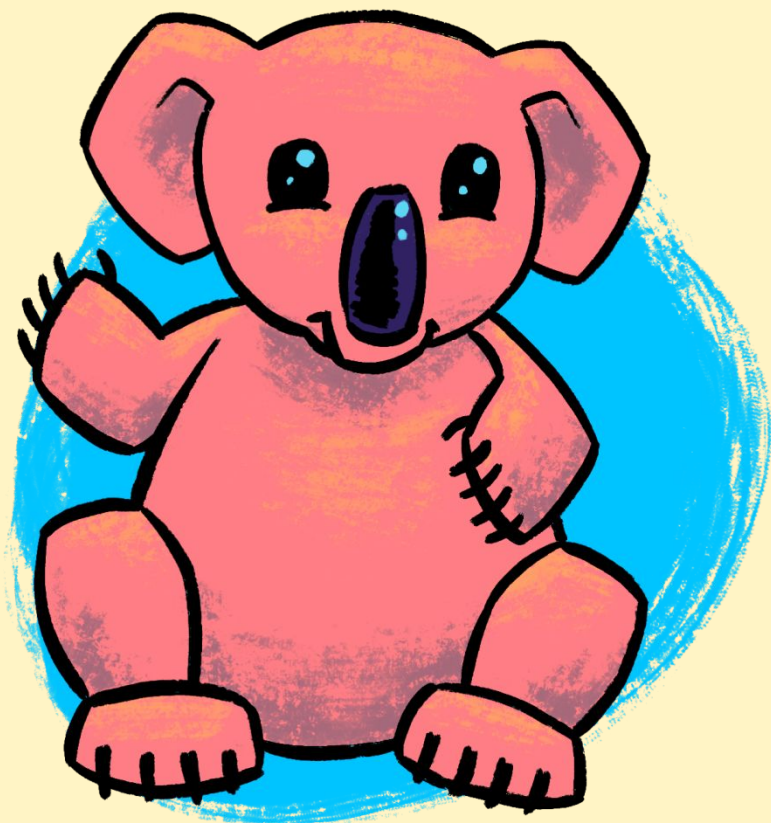
<p><b>Main thematic areas</b></p> <p>Child and Communication (Language)</p> <p>Child, Self, and Society</p>	<ul style="list-style-type: none"><li>• To use basic vocabulary in English about farm life and farm animals</li><li>• To use basic phrases related to farming</li></ul> <p><b>Suggested vocabulary</b> farm, farmer, pig, duck, horse, sheep, cow, turkey, egg, hay, grass, water</p> <p><b>Suggested phrases</b> <b>Let's take the eggs, Look at the farmer!, He is riding a horse!, The animals are playing.</b></p> <ul style="list-style-type: none"><li>• To appreciate and respect the work of others</li><li>• To be informed about a farmer's life through an actual/digital visit to a farm.</li></ul>
<p><b>Thematic areas involved</b></p> <p>Child, Body, Creation and Expression</p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none"><li>• To sing together in an informal choir</li><li>• To change movements according to different rhyming patterns</li><li>• To create original material</li><li>• To recognize and imitate farm animals' sounds for the sake of playing</li><li>• To express themselves via songs and games</li></ul> <ul style="list-style-type: none"><li>• To categorize living things (animals) based on their appearance</li><li>• To match a sound with the type of animal</li></ul>
<p><b>Developing attitudes</b></p>	<ul style="list-style-type: none"><li>• To develop love and respect for agriculture and animals</li><li>• To understand the value of working hard to produce something good (healthy food)</li></ul>





- ✓ Kiki the Koala
- ✓ Harry the Horse
- ✓ Flashcards with farm animals (sheep, cow, turkey, duck, horse, pig)
- ✓ Flashcards with items related to the setting of the farm (farm, farmer, hay, egg, grass, water)
- ✓ Stickers with everything that the flashcards include
- ✓ Glue
- ✓ Many pictures with everything the flashcards portray
- ✓ Colorful markers
- ✓ A4 papers
- ✓ Song “Old MacDonald had a farm”
- ✓ Mystery box



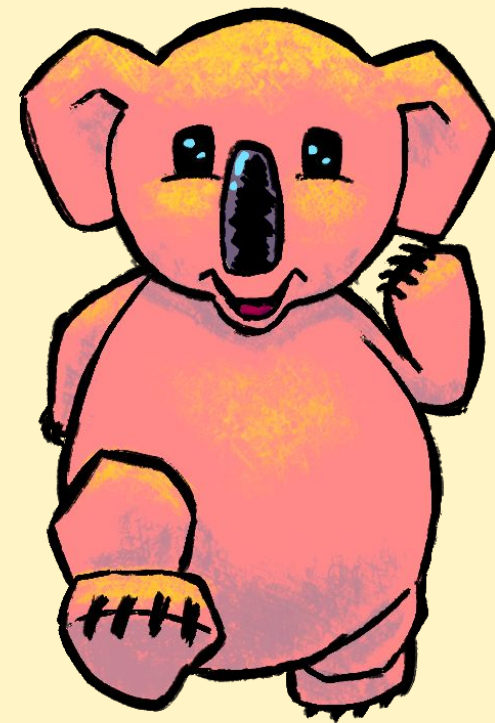


Description of the procedure and  
suggested activities





Kiki enters the classroom and greets the children. Today she has brought a new friend with her; Harry the horse, who lives in a farm in Australia! Kiki and Harry wish to take the children with them to show them a farm. And they have so many things to say about life there!





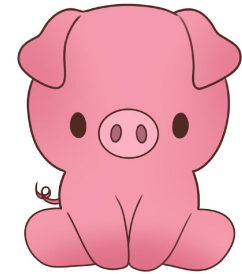
- **(PT-LT)** We tell the children that Harry wants to tell them and Kiki a story about his life on the farm.
- **(LT-PT)** We tell them Harry's story (see next slide) showing the corresponding flashcards and miming the sounds of the story. During the narration we pause and emphasise some words (e.g., **sheep, the farmer**) .
- **(LT-PT)** We repeat the story. At the second or third time of the story's telling we encourage the children to participate by repeating the sounds of the animals.







1. On the big **farm**, on the green **grass** there are animals.
2. There is a big white **sheep**. Baaaa! Baaaa!
3. There is a little pink **pig**. Oink! Oink!
4. There is a big black and white **cow**. Moooo! Moooo!
5. There is a little brown **turkey**. Goooble! Goooble!
6. There is a big brown **horse**. Neigh! Neigh!
7. And on the **water**, there is a yellow **duck**. Quack! Quack!
8. The **animals** are playing together.
9. Suddenly, the pig falls on the **hay**. The **pig** is laughing. Ha, ha!
10. The **farmer** helps the pig. The **animals** play again!

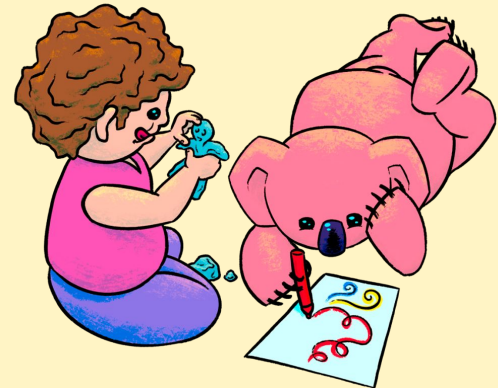


\*During the narration we pause and emphasise the words in **bold**. We also mime the sounds of the animals and demonstrate the relevant flashcards to the children.





- **(LT-PT)** Kiki proposes to the children to draw farm animals.
- **(LT-PT)** We remind the children of the farm animals by showing them the flashcards. We divide the children into groups and encourage them to draw a favourite farm animal using various colorful markers, e. g., **“Do you want to draw a sheep/duck, etc. ? Let's draw a duck/cow, etc.”**.
- **(PT-LT)** We help them during the process of drawing by giving them markers and whatever they need. We tell them that Kiki is also drawing a farm animal.
- **(PT-LT)** After each group finishes their drawings, we let the children guess which animals each group drew. Then we will let the children guess which animal Kiki drew.
- **(PT-LT)** At the end of the activity Harry will be very happy, will praise them and take the drawings as a memento.





- **(PT-LT)** After finishing the drawing, we ask the children if they remember the sounds of the different farm animals.
- **(LT-PT)** Kiki and Harry tell the children that they wish to sing a song about life on the farm and that this song is Harry's favourite.
- **(LT-PT)** We ask the children to sing along with Kiki and Harry. We encourage them to move their hands and body according to the beat. We aid their comprehension of the song by showing the appropriate flashcards to them.





Old MacDonald had a farm. E-I-E-I-O.  
And on that farm, he had a pig. E-I-E-I-O.  
With an oink oink here.  
And an oink oink there.  
Here an oink.  
There an oink.  
Everywhere an oink oink.  
Old MacDonald had a farm. E-I-E-I-O.

Old MacDonald had a farm. E-I-E-I-O.  
And on that farm, he had a duck. E-I-E-I-O.  
With a quack quack here.  
And a quack quack there.  
And an oink oink here.  
And an oink oink there.  
Old MacDonald had a farm. E-I-E-I-O.

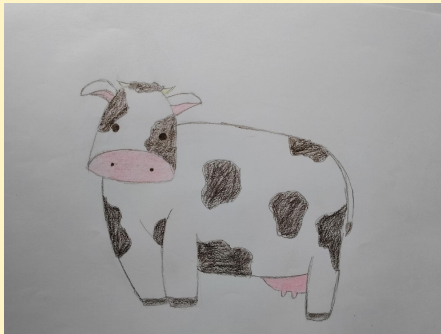
Old MacDonald had a farm. E-I-E-I-O.  
And on that farm, he had a horse. E-I-E-I-O.  
With a neigh neigh here.  
And a neigh neigh there.  
And a quack quack here.  
And a quack quack there.  
And an oink oink here.  
And an oink oink there.  
Old MacDonald had a farm. E-I-E-I-O.

Old MacDonald had a farm. E-I-E-I-O.  
And on that farm, he had a sheep. E-I-E-I-O.  
With a baaa baaa here.  
And a baaa baaa there.  
And a neigh neigh here.  
And a neigh neigh there.  
And a quack quack here.  
And a quack quack there.  
And an oink oink here.  
And an oink oink there.  
Old MacDonald had a farm. E-I-E-I-O.





Old MacDonald had a farm. E-I-E-I-O.  
And on that farm, he had a cow. E-I-E-I-O.  
With a moo moo here.  
And a moo moo there.  
And a baaa baaa here.  
And a baaa baaa there.  
And a neigh neigh here.  
And a neigh neigh there.  
And a quack quack here.  
And a quack quack there.  
And an oink oink here.  
And an oink oink there.  
Old MacDonald had a farm. E-I-E-I-O.

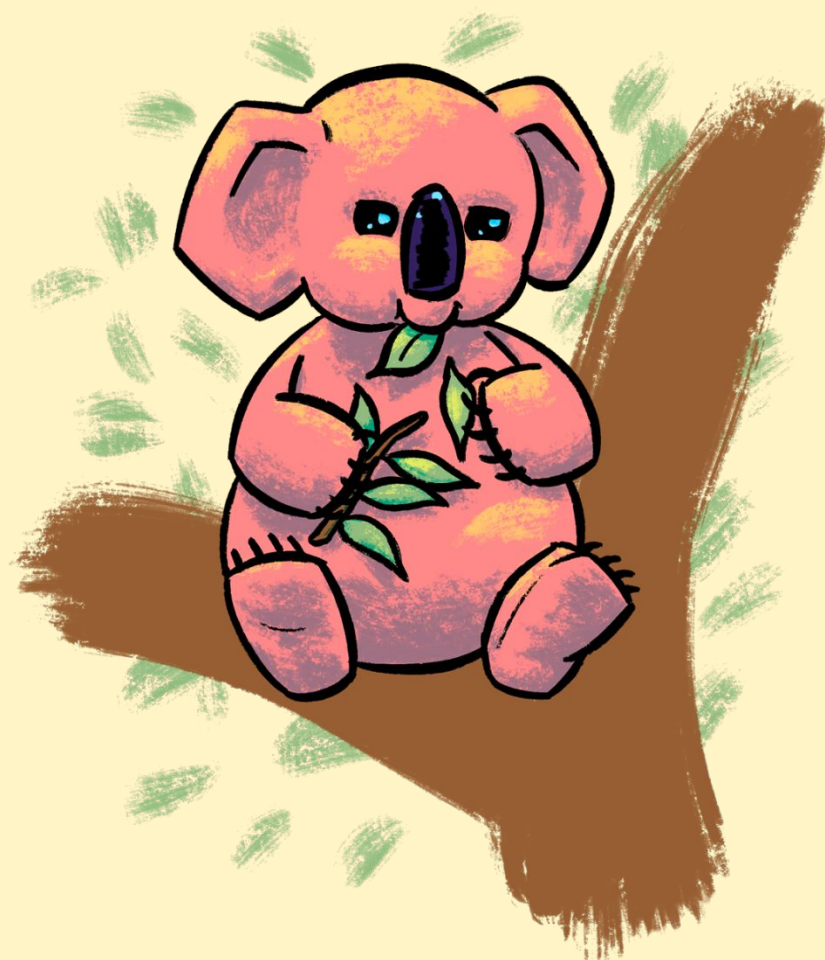


Old MacDonald had a farm. E-I-E-I-O.  
And on that farm, he had a turkey. E-I-E-I-O.  
With a gobble-gobble here,  
And a gobble-gobble there,  
And a moo moo here.  
And a moo moo there.  
And a baaa baaa here.  
And a baaa baaa there.  
And a neigh neigh here.  
And a neigh neigh there.  
And a quack quack here.  
And a quack quack there.  
And an oink oink here.  
And an oink oink there.  
Old MacDonald had a farm. E-I-E-I-O.  
E-I-E-I-O.



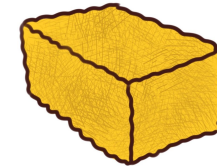


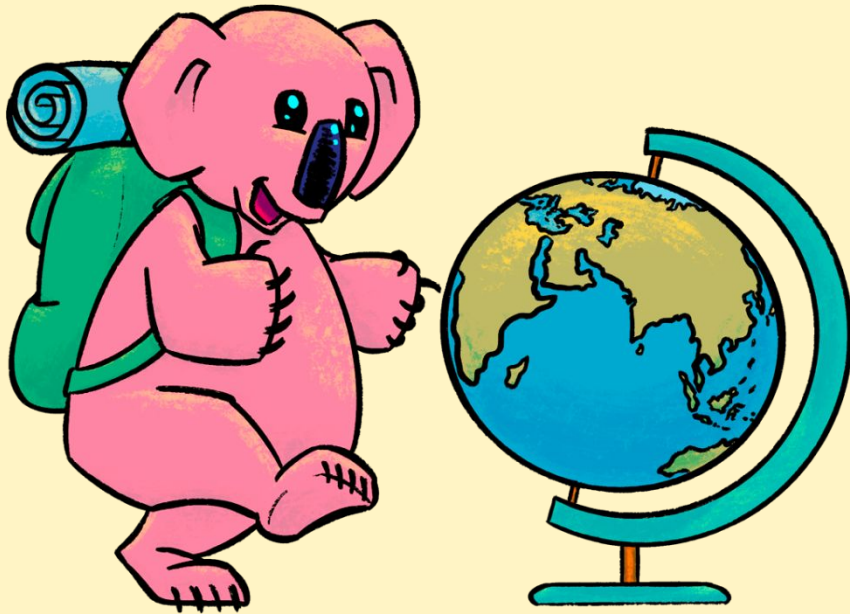
- **(PT-LT)** After the song, the children can take up the roles of the animals and do a pantomime game.
- One child will choose secretly a farm animal and mime it. We can use a colorful mystery box that we have already prepared with all the flashcards inside in order to motivate them.
- **(LT-PT)** Then, we say, e.g., **“Pick a flashcard! Mime the farm animal! I am the farmer. Which farm animal are you?”**. The child can make the sound of the animal and even use the flashcards from the farm-related items to make it easier for the rest of the children to guess which animal he/she is pretending to be.





- **(LT-PT)** We divide the children into small groups to make a farm collage, e.g., **“Let’s make a farm collage”**.
- **(LT-PT)** This collage can be done by drawing, using stickers and gluing pictures of farm animals, food and objects on a paper: e.g., **“Do we need glue? Find the glue/stickers! Can you pass me the glue?”**.
- **(PT-LT)** The collage can have anything that the children want as this will be a gift for Harry.





A visit to an actual farm, or even a digital one. **(PT-LT)** We can show the children a farm digitally or plan a trip to a farm to see the animals and the rural setting. The children can play the game “I spy with my little eye...” in order to revise vocabulary related to farm life. **(PT-LT)** The game ends when we say: “**Whoa! Life at farm is so beautiful!**”







- “Bingo” Game. We prepare grids (3x3) with pictures of farm animals and anything else related to the setting. A sound of the animals, the oral version of the farm related item and a gesture will be offered by the English language teacher and the children will have to cross the corresponding picture. The first child that crosses all the squares in the grid and shouts “BINGO”, is the winner.
- Memory game by using the flippity platform. Each time the children find two same pictures, they can say the English name of these farm-related pictures.
- Game “Chinese Whispers”. The children will be seated in a circular shape and play the game with the English vocabulary of the scenario. The suggested time for this activity is 5-7 minutes.





## Acknowledgements/Credits

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- **Song:** “Old MacDonald had a farm”, Roud Folk Song, Index number 745
- **Images and flashcards:** Created by members of the group



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