

# A Trip to the Animal Fair

## Background

Animals need many of the same things we need—food, shelter, water, cleanliness and love. Farm animals are no different, but the people who raise them do not keep them for the same reason you keep your pets. They raise them to help provide food and other products for you and many other people. That doesn't mean they don't care for them, though. Farmers must care for their animals to keep them healthy.

Many animal owners are boys and girls not much older than you who raise and show animals as projects for 4-H or FFA (Agricultural Education). All kinds of animals are on display at the fair—from rabbits and chickens to dairy cows and even llamas. The best animals are the ones that win the largest premiums, or cash prizes, for their owners. In our country, the first fairs were started so animal owners would have a place to show off new breeds of animals and find buyers for their animals. The livestock show at the fair serves the same purpose today.

## Language Arts

1. Read and discuss background and vocabulary.
  - Ask students if they have ever visited an animal barn at the county or state fair.
  - What kinds of animals did they see?
  - What were the animals doing?
  - Why were they there?
  - Ask students if they show animals at the fair or if they have older brothers or sisters who show animals at the fair.
2. Give students copies of the student worksheet.
  - Students will cut and fold the worksheets to form booklets.
  - Students will place pictures of their pets or the pets they would like to have on the cover of the booklet. They can bring photos from home, cut pictures from magazines or draw their own pictures.
  - Students will fill the remaining three pages with pictures showing the pets' needs.

## Science

1. Invite students to bring photos of their pets from home.
  - Lead a discussion about what the pets need to be healthy.
  - Invite students who don't have pets to share their observations of ani-

### P.A.S.S.

#### PRE-KINDERGARTEN

- Creative Skills**—1.3
- Oral Language**—2.1,4,5
- Literacy**—3.2
- Small Motor**—2.1
- Health**—3.2
- Science Process**—1.1,4
- Life Science**—3.1

#### KINDERGARTEN

- Reading**—1.1
- Writing**—1.3
- Oral Language**—2.1
- Health**—1.3
- Science Process**—1.1,3
- Life Science**—2.1
- Visual Arts**—3.2; 4.1,2

#### GRADE 1

- Science Process**—2.1
- Life Science**—2.1
- Visual Arts**—3.2,4; 4.2,3

#### GRADE 2

- Science Process**—2.1; 4.3
- Life Science**—2
- Visual Arts**—3.2,4; 4.2,3

#### GRADE 3

- Science Process**—2.1; 4.1,3
- Life Science**—2.3
- Visual Arts**—3.2,4; 4.2,3

#### GRADE 4

- Science Process**—2.1; 4.1,2,4
- Life Science**—3.1
- Visual Arts**—3.2,4; 4.2,3

#### GRADE 5

- Science Process**—2.1; 4.1,2,4
- Life Science**—2.1

## Materials

poster board

magazines for cutting out pictures of animals and of children

scissors

glue

## Vocabulary

**4-H**—youth organization so called from the goal of improving a person in head, heart, hands, and health

**FFA**—Future Farmers of America

**fair**—an exhibition (as of farm products) usually with accompanying entertainment, amusements, and competitions

**health**—the condition of being sound in body, mind, or spirit; especially : freedom from disease

**livestock**—animals kept or raised; especially : farm animals kept for use and profit

**premium**—reward

mals in other situations (in the homes of friends or relatives, at the zoo, etc.)

2. Draw a line down the middle of a poster board to make two columns.
  - Label one column “What I Need” and the other column “What Animals Need.”
  - Cut out pictures from magazines that students can recognize as depicting their own needs.
  - Cut out another set of pictures depicting the needs of a variety of animals: pets, farm animals, wildlife and exotic animals.
  - Place all the pictures in a box and mix them together.
  - Students will take the pictures from the box one at a time and place them on the board under the proper heading.
  - Discuss how many of the needs for animals are the same as those for people.

## Visual Arts

1. Students will bring crafts they have made or objects from home they want to show.
  - Students will prepare their items for display and place them in categories for showing.
  - Invite parents or another class to visit your fair.

## Extra Reading

Geisert, Bonnie, *Haystack*, Houghton Mifflin, 2003.

Gibbons, Gail, *Pigs*, Holiday House, 2003.

Green, Emily, *Farm Animals: Goats*, Bellweather, 2007.

Green, Emily, *Farm Animals: Sheep*, Bellweather, 2007.

Harvard, Christian, *Face to Face With the Chicken*, Charlesbridge, 2003.

Kindschi, Tara, *4-H Guide to Raising Chickens*, Voyageur, 2010.

Murphy, Andy, *Out and About at the Dairy Farm*, Picture Window, 2004.

Older, Jules, and Lyn Severance, *Pig*, Charlesbridge, 2004.

Patrick, Jean LS, and Alvis Upitis, *Cows, Cats and Kids: A Veterinarian's Family at Work*, Boyd's Mills, 2003.

Peterson, Cris, *Clarabelle: Making Milk and So Much More*, Boyds Mills, 2007.

Ray, Hannah, *Goats*, Crabtree, 2008.

Ray, Hannah, *Pigs*, Crabtree, 2008.

Ray, Hannah, *Sheep*, Crabtree, 2008.

Schindel, John, *Busy Barnyard*, Tricycle, 2006.

Name \_\_\_\_\_

# A Trip to the Animal Fair

cut	cut
What my pet needs	fold What my pet needs  <b>My Pet</b>  My pet's name _____ cut
cut	cut