

CHF
Grass for Grazing



Lesson 6: Grass for Grazing!

Description

1x40 minute lesson and additional 20 minute lesson(s) to check plants

Students learn more about Ethiopia, Ghana, Vietnam and Sudan's need for plants and animals by using their visual spatial skills. They navigate their animals through four mazes. Individually or in groups, children will learn that each country has animals that are useful to that particular place. They will also learn how animals are a valuable source of protein and extra income. Additionally, they are able to put themselves in the shoes of the farmers by planting and observing the growth of their own grass.

Subjects

Mathematics (Grades 1, 2 & 3), Social Studies (Grades 2 & 3), Science and Technology (Grades 1, 2 & 3), and Health and Physical Activity (Grade 1).

See the Curriculum Connections section for detailed links to subjects and expectations.

Materials Needed

Pencils	Planting: Small sponges
Crayons	Grass seed (can usually be found in garden centres)
World map	Tops from plastic containers (like yogurt) to keep the sponges on while the plants grow

Student Worksheet ([BLM 6.1](#)) donkey in Ethiopia maze.
Student Worksheet ([BLM 6.2](#)) cow in Ghana maze.
Student Worksheet ([BLM 6.3](#)) chicken in Vietnam maze.
Student Worksheet ([BLM 6.4](#)) ram in Sudan maze.
Picture Folder ([BLM 6.5](#)) for animal slideshow.
Map Folder ([BLM 6.6](#)) to show students location on maps.
Computer and LCD Projector for slideshow.

Note: French BLMs/Student Sheets can be found [here](#).

Lesson Preparation

1. Photocopy BLM 6.1-6.4 so that each student receives one or two mazes.
2. Gather materials for colouring and completing mazes as well as materials for planting grass sees, such as sponges, seeds and container tops.
3. Review the Teacher Background Notes and the [Teacher Resource folder](#) for [Interesting Facts](#), [Country Information](#), [Country Maps](#), and [Resource Section](#). The resources found under the Country Information can be used to give students further

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www.chf-partners.ca

information about the Caribbean, Ghana and Vietnam (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

1. As a class, list some of the animals found in Canada. Choose a couple of these animals (i.e. farm animals including a cow; domestic animals such as a dog or cat) and discuss what the animals need in order to stay healthy (i.e. water, exercise, food, etc).
2. Together with students, locate the continents of Asia and Africa on the world map. Next, show the students the continents of Africa and Asia to find the countries discussed. Open the map of Africa and find Ethiopia, Ghana, and Sudan. Then open the map of Asia and find Vietnam.
3. Use the slideshow (BLM 6.5) to explain to students how animals can improve people's lives in other countries. Discuss how in rural areas of developing countries animals provide a valuable source of protein. Most animals in rural areas will graze from the land and will not require families to purchase feed. This is essential when people cannot afford to pay for feed. Larger animals are often only eaten during special occasions. Extra animals can be sold for income. Money earned can be spent on school fees and medicine.

Slide Show

- 1) Chickens are a source of chicks which can be sold for extra income.
- 2) Chicken's eggs are an excellent source of protein to supplement diets. Any extra eggs can provide extra income.
- 3) Donkeys can help carry heavy loads of wood, water or other resources. They help to carry produce or items that can be sold at the market. This helps improve peoples' income and also health, especially women, who are often responsible for gathering wood and water.
- 4) Cows provide milk which is beneficial in a diet. On special occasions, cows may also be eaten.
- 5) Goats can help with families' diets by providing milk, and on occasion, meat.
- 6) A ram can help families breed their sheep. This will allow farmers to sell some livestock for extra income.
- 7) With access to a healthy ram, the farmer's ewe (female sheep) will have healthier offspring.

When speaking about the animals, it can be emphasized that different techniques used while raising the animals can really help the animals and the farmers. For example,

cows and other animals can be kept in smaller enclosures and food can be brought to them. The animals produce the same amount of food, but they reduce their impact on the land.

Farmers who receive animals also receive training in simple veterinary and animal care. Farmers are taught how to administer antibiotics, and are given veterinary kits. This is another important way to keep animals healthier and more productive.

4. Distribute the mazes to the students. Ask the students to “help the animals go through the maze so they can help the farmers and their families.” Students work independently or with a partner to help the animals go through the mazes. They can also colour the pictures on the mazes. (Suggestion: play music from one of the countries shown on the mazes). See following website for song suggestions:

www.africaguide.com

5. Have the students take on the role of the farmers by planting their own grass seed on the sponges and watching them grow. Give each student a sponge to wet. Have each student sprinkle on some grass seed and keep in the sun (i.e. on a windowsill) on the plates or plastic container tops. Keep the sponges moist. Seeds should sprout in about a week. Discuss as a class how students will take care of their plants after initially planting them.

6. Have students observe and chart the growth of their plants over time.

Extension Activities

- Discuss as a class how the children would help the animals get the things they need to stay healthy if they were the farmers in each of the different countries.
- Prepare an experience chart and vocabulary building words from the activity (ex: rhyming words **maze** and **graze**; blends **grass**, **grazing**, **grains** – see next page)
- Plant other seeds such as beans. Put some in a sunny location, some in a dark part of the room. Give some too much water, keep some damp, and let some dry out. Graph the results and discuss the optimum conditions for plants to grow.
- Learning Stations, as available, for background information: plants, farm animal models, library books, pictures of animals from Ethiopia, Ghana, Vietnam and Sudan, music from the four countries discussed, internet sites

Suggested Vocabulary Builders

Vocabulary for background information

seeds	sun
stem, stalk, trunk	water
leaves	rain
flower	pesticides
roots	organic
soil	fertilizers
erosion	

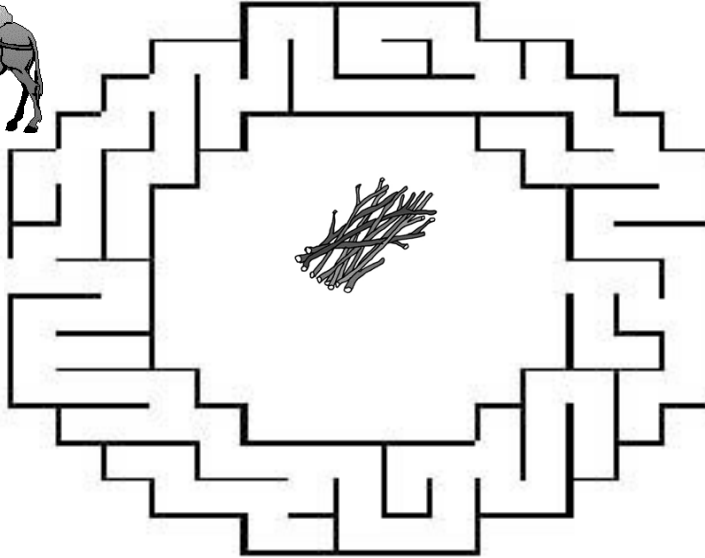
Blends

<u>gr</u>	<u>tr</u>
grains	trees
grass	trade
grow	transport
graze	travel
grade	train
	trip
	treat

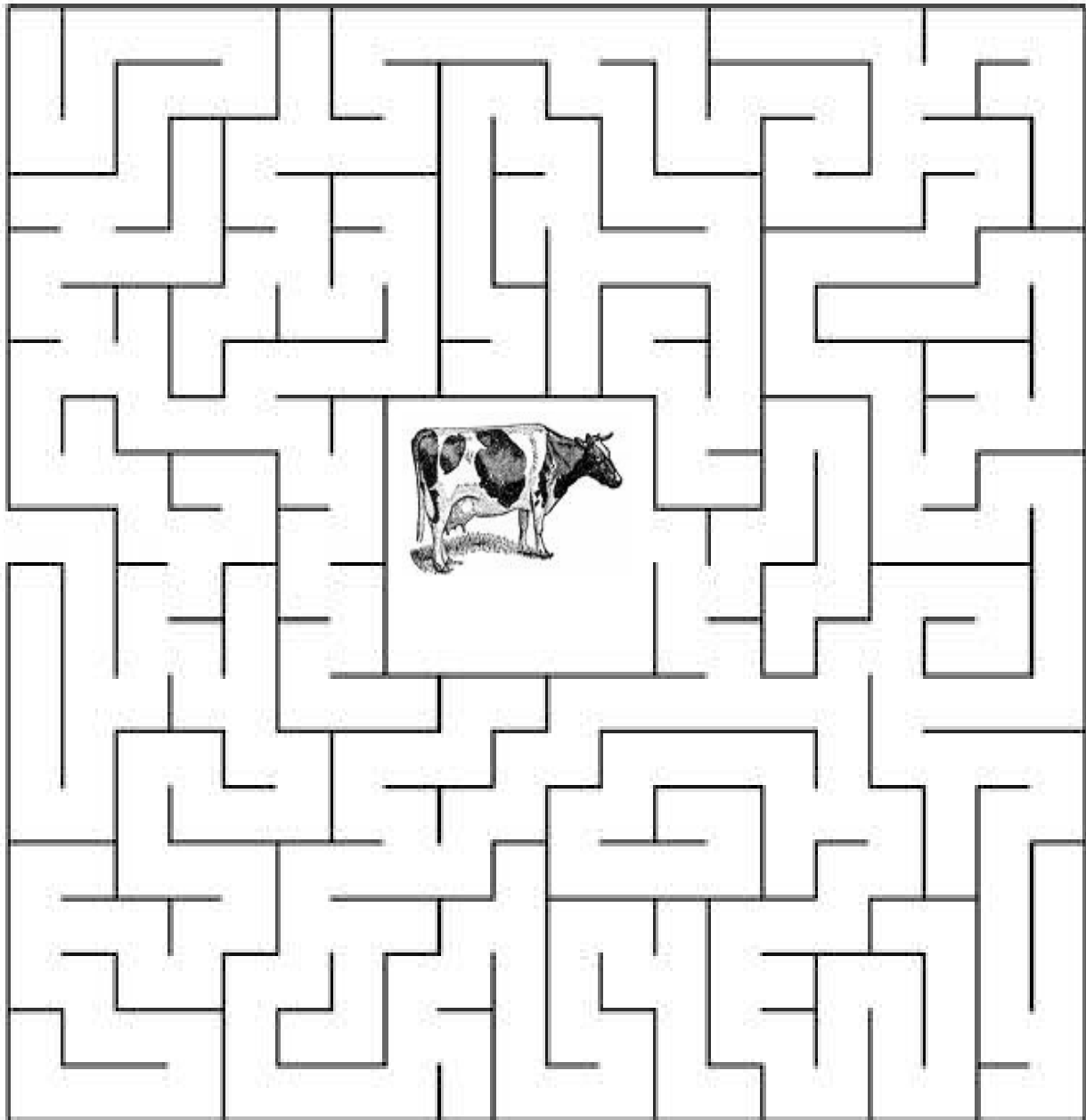
Help the donkey get to the wood so it can carry the load.



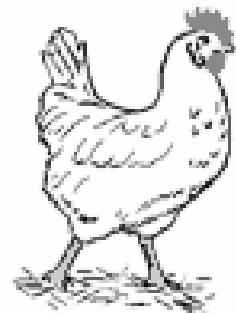
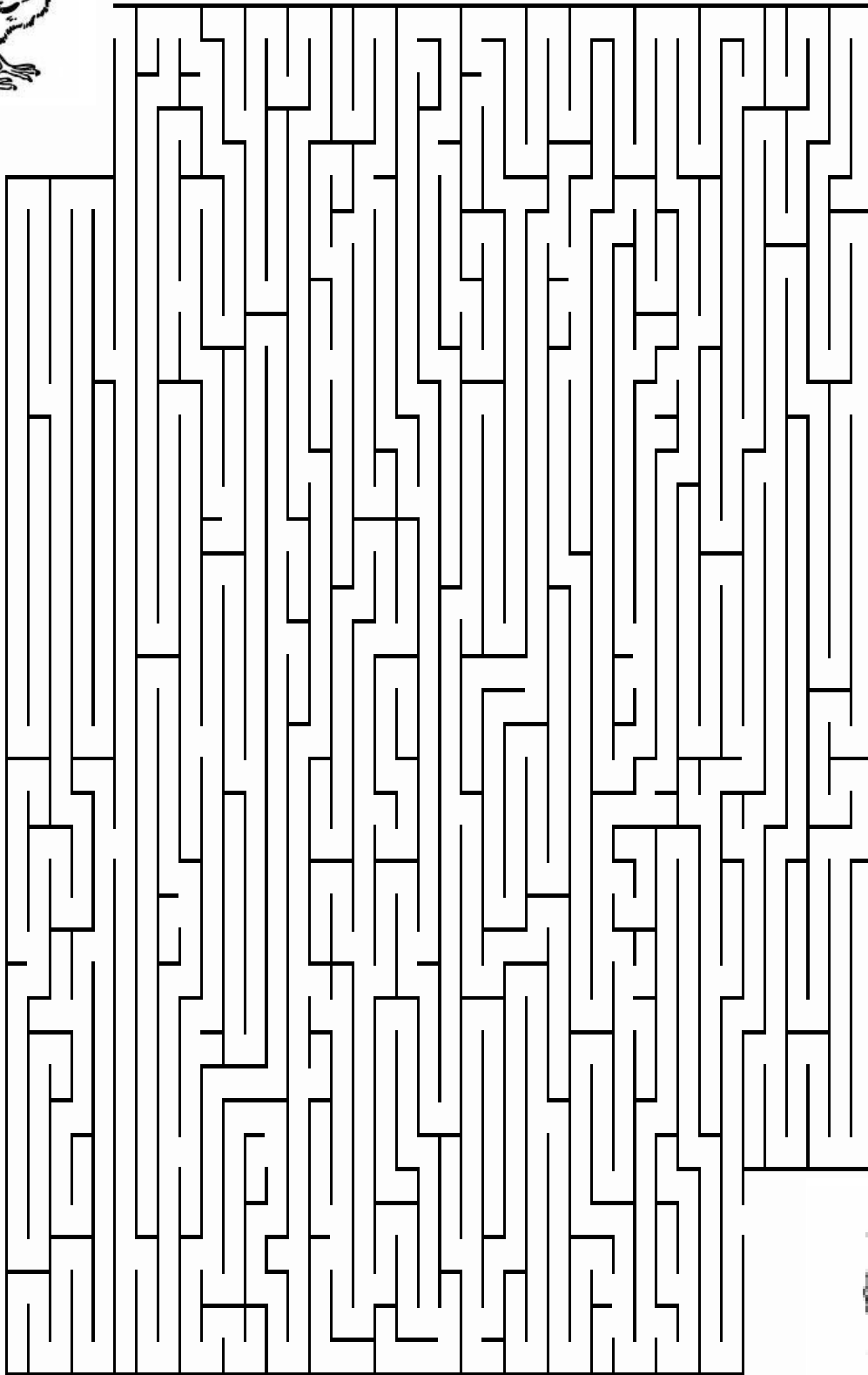
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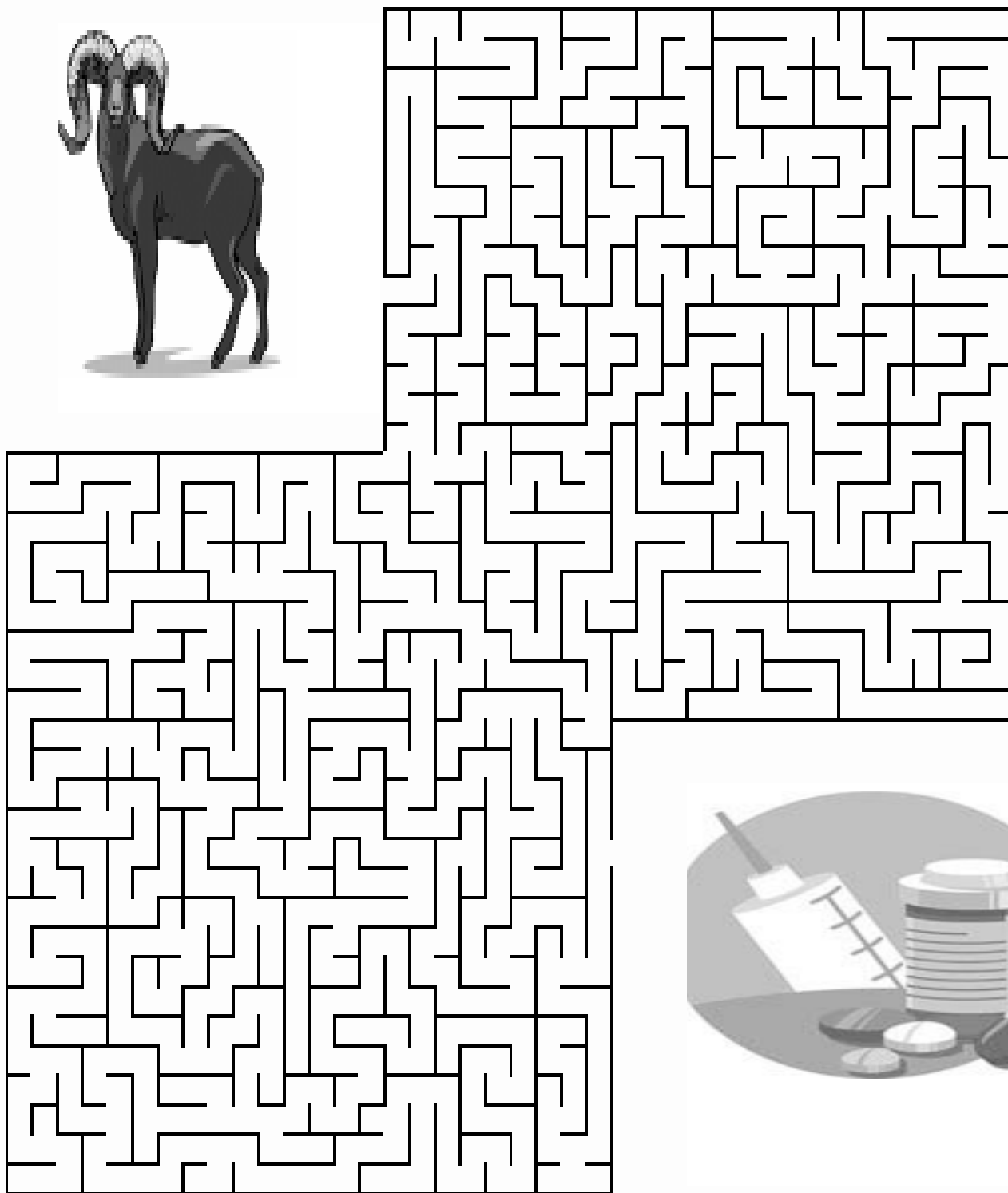
Help the farmer bring food to the cow in her pen. By keeping the cow in the pen, she needs less land to graze but still produces lots of milk.



Help the chick get through the maze. When it gets older, it will lay eggs to be sold at the market.



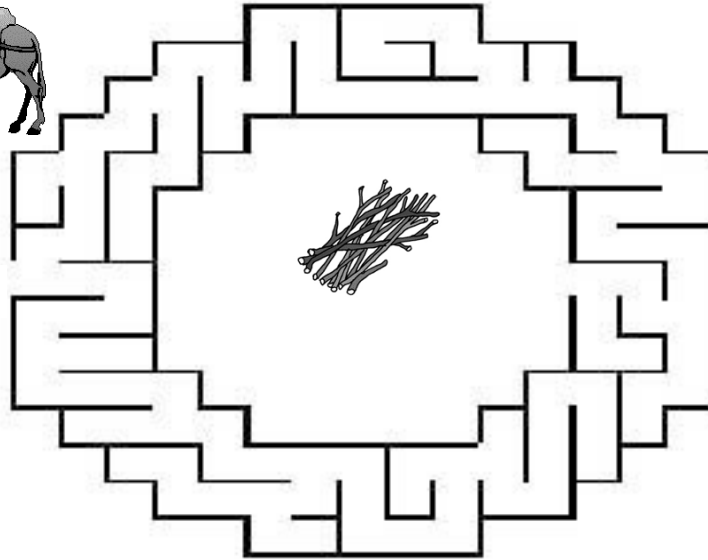
Help take the ram to the medicine so he can be healthy.



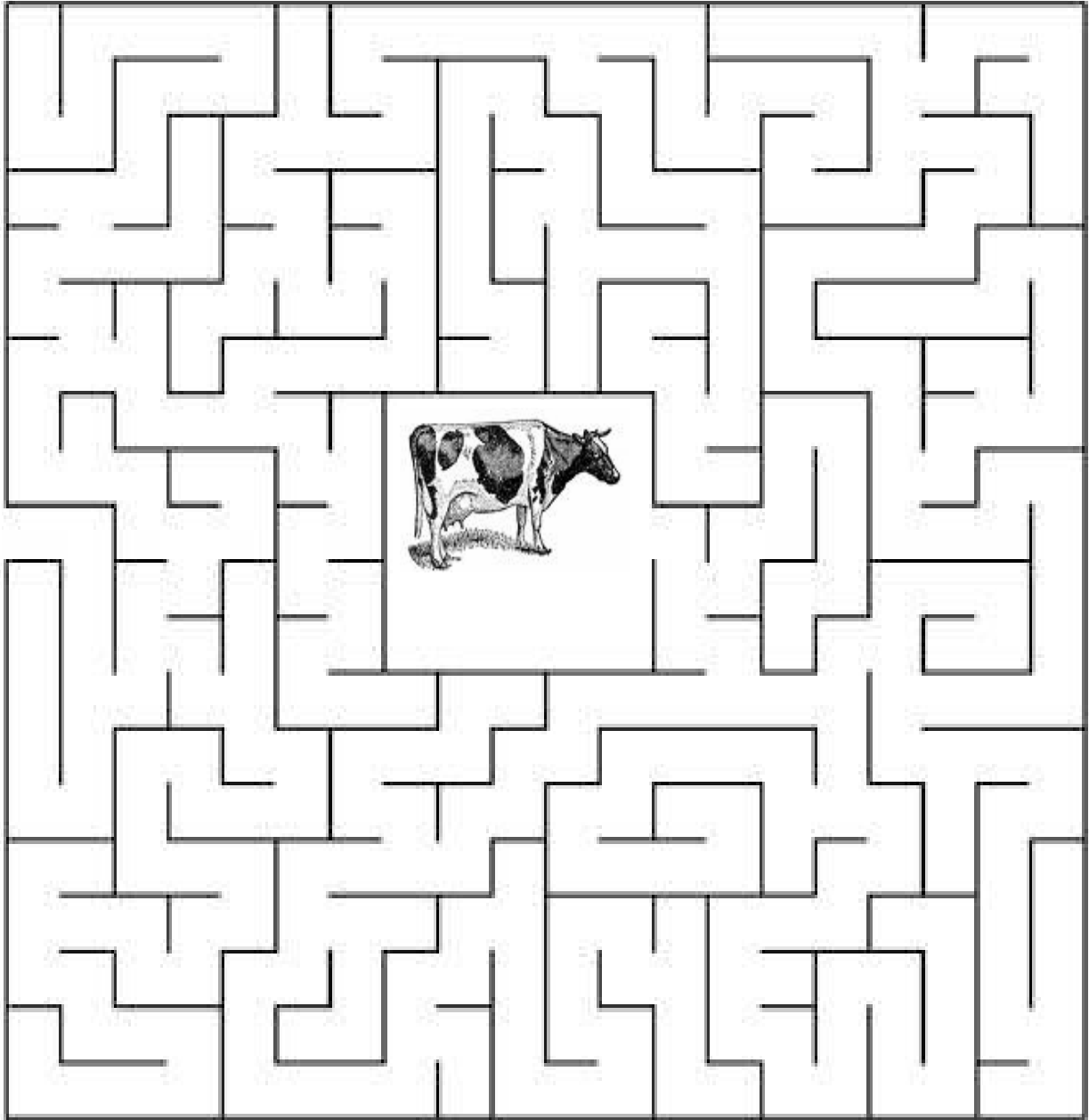
Aidez l'âne à aller au bois pour qu'il puisse transporter la charge.



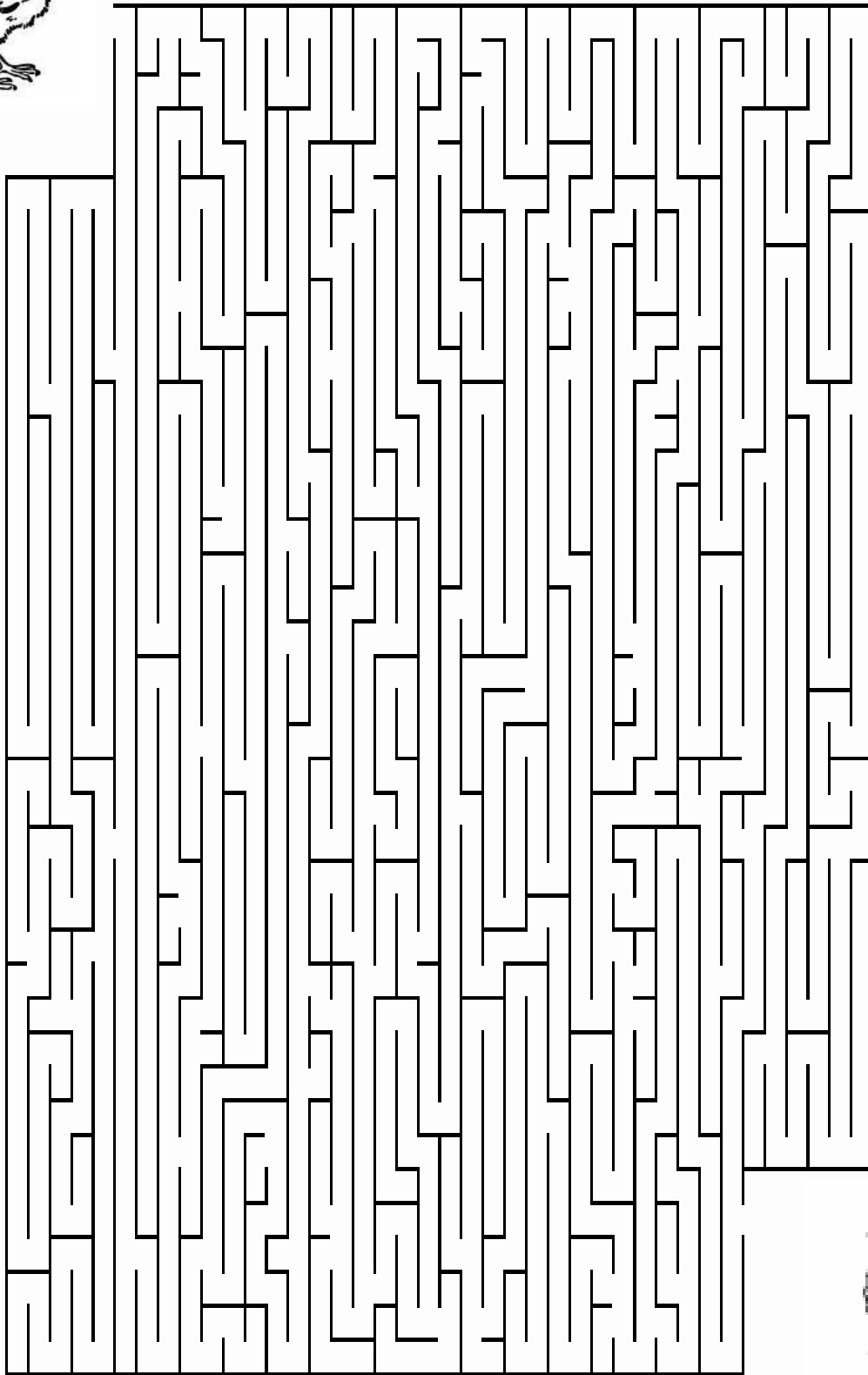
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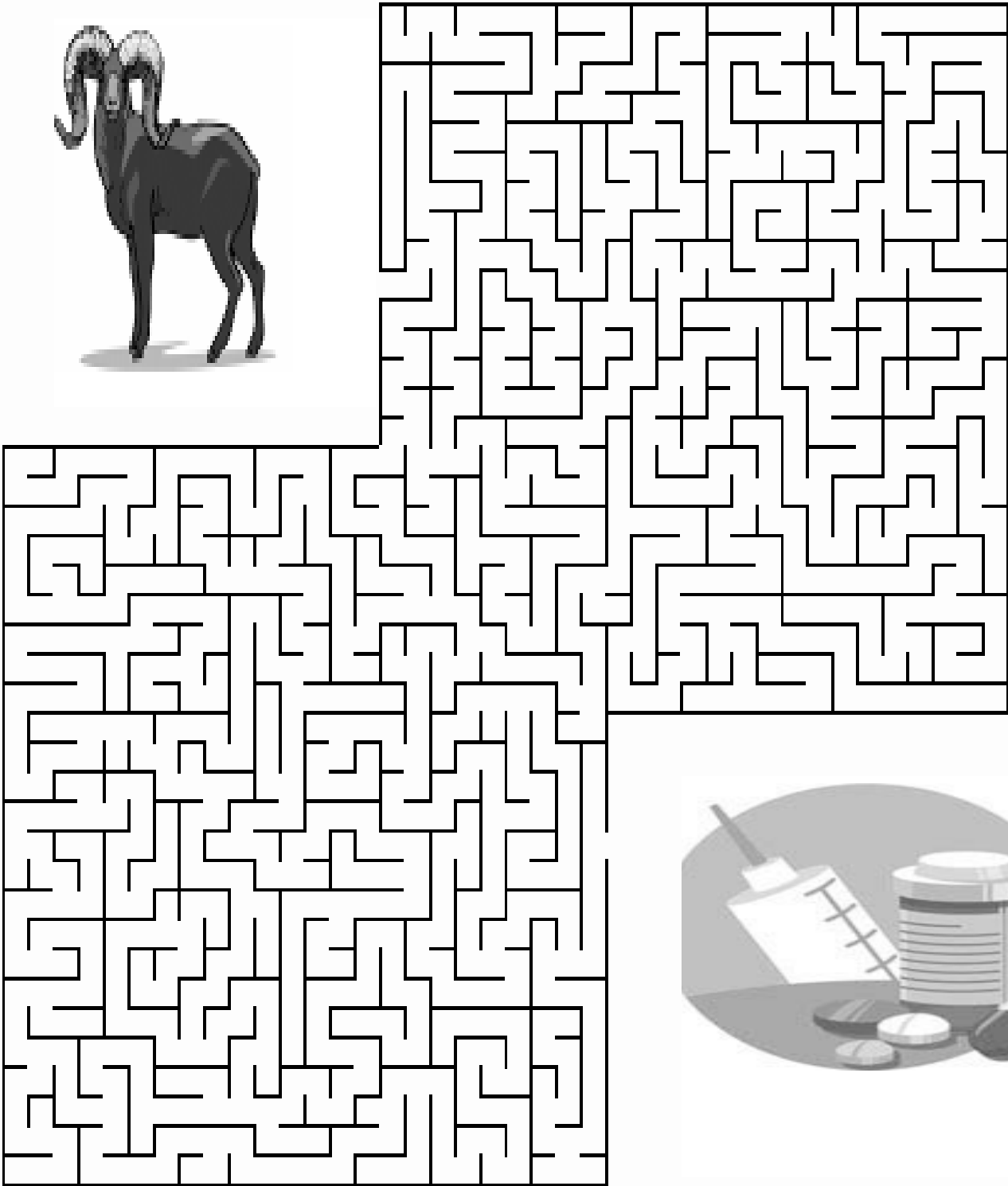
Aidez le fermier à apporter la nourriture à la vache dans son enclos. En gardant la vache dans son enclos, elle a besoin de moins de terre pour brouter mais donne encore beaucoup de lait.



Aidez le poussin à sortir du labyrinthe. Quand il deviendra plus grand, il laissera des œufs au marché pour qu'ils soient vendus.



idez le bélier à prendre ses médicaments pour qu'il soit en santé.









Assessment

Each student's contributions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes by the teacher.

Grass for Grazing!

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Thinking	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
Communication	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness