




# SPROUTS' MONTHLY BOOK



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## January 2024 Monthly Book

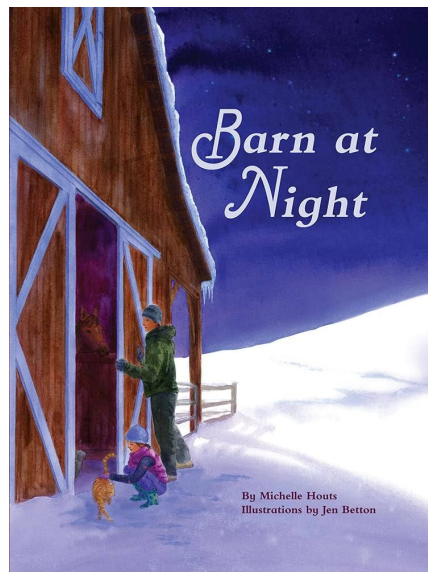
*Barn at Night*

Written by: Michelle Houts

Illustrated by: Jen Betton

Grade Levels Suggested: Kindergarten - Second Grade

Lesson by: Samantha James, AITC Ambassador



Scan here for Lesson Slides!



## **Book Summary:**

A father and daughter feed and care for farm animals on their family farm in this heartwarming family story perfect for bedtime.

When you grow up on a farm, adventures happen all day long – even at night! *Barn at Night* follows a father and a daughter as they care for farm animals in two visits to the barn on a working farm – first, waking early to do the routine, daily work in the pre-dawn hours, and in a midnight visit to the barn to help a horse who’s foaling. Written in lyrical poetry, the story shows how farmers feed and care for their animals even in the coldest weather, in both situations that are planned for – and for when animals need help even when humans should be sleeping. *Barn at Night* features cows, barn cats, horses, and other farm animal friends and their babies’ names, for fun vocabulary building for young readers – and it ends with the beautiful surprise arrival of a new foal.

## **Grade Levels Suggested:**

Kindergarten – Second Grade. Can be adjusted for upper elementary!







## **Materials Needed:**

- American Farm Bureau Foundation Read Aloud on YouTube  
<https://tinyurl.com/4xhxyykc>
- All activity sheets are attached at the end of the lesson plan!
- *Optional* “Barn At Night” Activity Kit  
<https://www.feedingmindspress.com/files/Activity-kit-Barn-at-Night.pdf>
- *Optional* Farm Animal Charades  
<https://www.feedingmindspress.com/files/BARN-AT-NIGHT-sample-lesson.pdf>

## **Lesson Plan:**


- *Read the book!* (Read Aloud <https://tinyurl.com/4xhxyykc>)
  - ◆ “Barn At Night” (Book Preview <https://tinyurl.com/yj3yvwh7>)
  - ◆ *Meet the Illustrator* – Jen Betton (<https://tinyurl.com/y757nkn5>)
    - Before reading the book, show the students the cover.
    - Ask students what they think the book might be about.
    - What do they see on the cover of the book?
- *Read the book and then cover as many of the activities as you wish!*
  - ◆ ACTIVITY ONE: “Pulling Our Weight” (Math & Science)
  - ◆ ACTIVITY TWO: “Horses in History” (ELA & Social Studies)
  - ◆ ACTIVITY THREE: “Exploring the 5 Senses Around the Farm” (ELA & Science)

**Agriculture (Animal) Vocabulary found in "Barn at Night":**

		
<p>Steer</p>	<p>Mule</p>	<p>Calf</p>
		
<p>Goat</p>	<p>Foal</p>	<p>Hoot Owl</p>

**MATH & SCIENCE ACTIVITY**

<p><b><u>ACTIVITY</u></b> <b><u>ONE</u></b></p>	<p><b>"Pulling Our Weight"</b> (approximately 45 minutes)</p>
<p>Objectives:</p>	<ul style="list-style-type: none"> <li>● Students will learn common animal feeds</li> <li>● Students will learn the differences in weight between common animal feeds</li> </ul>
<p>NGSS &amp; SC Standards</p>	<p><b>2-PSI-1</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties</p> <p><b>2-PSI-2</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</p> <p><b>5-PSI-3</b> Make observations and measurements to identify materials based on their properties</p> <p><b>SC 3.MDA.2</b> Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (i.e., mL, L) to the nearest whole unit.</p>

<p>Materials</p>	<p>2 small cups, hole punch, string, large craft stick, paper clips or tape, pipe cleaner,  1 cup of: corn, soybeans, milk, molasses/syrup, and hay/pinestraw  <i>Data Recording Sheet (at end of lesson materials)</i></p>
<p>Procedures</p>	<ol style="list-style-type: none"> <li>1. Read the book <i>Barn At Night</i> out loud or watch the video read aloud. Ask students what animal feeds they remember from the book.</li> <li>2. Ask students to consider the differences between each type of food (corn, soybeans, milk, molasses/syrup, and hay/pinestraw) like what color they are, what nutrition they might provide, and how much they might weigh. Introduce weight comparing activity to students (groups of 4)</li> <li>3. Punch two holes on either side near the top of each cup</li> <li>4. Cut identical lengths of string. Pull the string through each hole and tie the string together. Try to make these as equal as possible</li> <li>5. Loop the strings over opposite ends of your craft stick</li> <li>6. Use the tape or paper clips to hold the string in place on your craft stick</li> <li>7. Use the pipe cleaner to hook your craft stick in place to a surface (like the back of a chair)</li> <li>8. One at a time, put a tablespoon of each item into each cup to weigh the difference <ol style="list-style-type: none"> <li>a. NOTE: some items like molasses might either need to be weighed last or have their own cups</li> </ol> </li> <li>9. Discuss the different feedstuffs used and how their weight compares</li> </ol> 

## ELA & SOCIAL STUDIES ACTIVITY

<b><u>ACTIVITY</u></b> <b><u>TWO</u></b>	<b>"Horses in History"</b> (approximately 30 minutes)
Objectives:	<ul style="list-style-type: none"><li>• Students will identify times in history when horses were important</li><li>• Students will identify characteristics that make horses important</li></ul>
NGSS & SC Standards	<b>3-LS4-2</b> Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing <b>SC RL.5.1</b> With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
Materials	"Uses of Horses Throughout History" website on Chromebooks/iPads/Desktops Horses in History Chart (one for each student)
Procedures	<ol style="list-style-type: none"><li>1. Read the book <i>Barn At Night</i> out loud to the class or watch the video read aloud.</li><li>2. Allow students to partner up and review "Uses of Horses Throughout History" website <a href="https://tinyurl.com/37r7br33">https://tinyurl.com/37r7br33</a></li><li>3. Hand out student charts and have students draw pictures in the blank spaces using the website included. Students will need to also record three interesting facts they learned and draw a picture to match.</li></ol>

## ELA & SCIENCE ACTIVITY

<b><u>ACTIVITY</u></b> <b><u>THREE</u></b>	<b>"Exploring the 5 Senses Around the Farm"</b> (approximately 60 minutes)
Objectives:	<ul style="list-style-type: none"><li>• Students will be able to describe life on the farm using various words about their senses of sight, smell, taste, sound, and touch</li></ul>
NGSS & SC Standards	<b>SC Writing Grades 2-5</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>SC Communication Grades 2-5</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations

	<p>through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>
<p>Materials</p>	<p>Part One: Molasses, milk, honey, cinnamon, measuring cups (½ cup, 1 cup, 1 tsp, ¼ tsp, 1 tbsp), microwave, small cups (1 per student), data recording sheet (1 per student)  Part Two: oats, straw, hay</p>
<p>Procedures</p>	<ol style="list-style-type: none"> <li>1. Read the book <i>Barn At Night</i> out loud to the class or watch the video read aloud.</li> <li>2. Review the 5 senses with students - <a href="https://tinyurl.com/47whra5c">https://tinyurl.com/47whra5c</a> - sight, sound, smell, touch, and taste</li> <li>3. Students will be working in groups of 3-4 students to explore their 5 senses with molasses milk, oats, straw, and hay and record their thinking on the chart provided.</li> <li>4. The teacher will need to make the Molasses and Milk recipe shortly before the lesson begins.</li> </ol> <div style="background-color: #d9c8b1; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Molasses and Milk Recipe</p> <p style="text-align: center;">2 ½ cups milk</p> <p style="text-align: center;">2 tbsp molasses</p> <p style="text-align: center;">4 tsp honey</p> <p style="text-align: center;">1 / 4 tsp cinnamon</p> <ol style="list-style-type: none"> <li>1. In a bowl, mix together milk, molasses, honey, and cinnamon.</li> <li>2. Then, microwave until steaming but not boiling (approximately 2 minutes).</li> <li>3. Remove from the microwave and stir again to ensure all ingredients are combined.</li> <li>4. Allow to cool slightly.</li> <li>5. Distribute into small cups for students to try.</li> </ol> <p style="font-size: small; margin-top: 5px;"><i>Recipe adapted from: <a href="https://joythebaker.com/2017/01/warm-molasses-milk/">https://joythebaker.com/2017/01/warm-molasses-milk/</a></i></p> </div> <ol style="list-style-type: none"> <li>5. After the students have finished the “Exploring Senses on the Farm” table (leaving taste empty for both straw and hay), students will have a chance to write at least three complete sentences about life on the farm after reading “Barn At Night”</li> </ol>

Student Name: \_\_\_\_\_

# Correct: \_\_\_ /5

**ACTIVITY ONE: Pulling Our Weight**

Items: Corn, Soybeans, Milk, Molasses, and Hay

List the items from **heaviest to lightest**

1.	4.
2.	5.
3.	

Student Name: \_\_\_\_\_

# Correct: \_\_\_ /5

**ACTIVITY ONE: Pulling Our Weight**

Items: Corn, Soybeans, Milk, Molasses, and Hay

List the items from **heaviest to lightest**

1.	4.
2.	5.
3.	

Student Name: \_\_\_\_\_

# Correct: \_\_\_ /5

**ACTIVITY ONE: Pulling Our Weight**

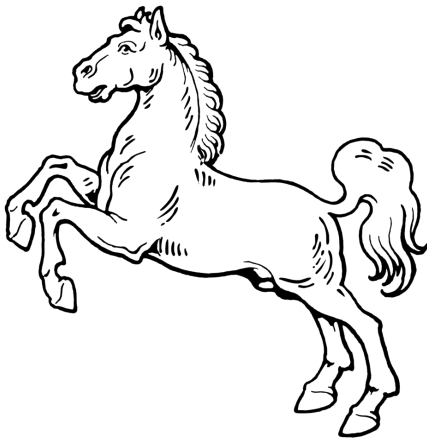
Items: Corn, Soybeans, Milk, Molasses, and Hay

List the items from **heaviest to lightest**

1.	4.
2.	5.
3.	

**ACTIVITY TWO: Horses in History**

**Horses in History**



By: \_\_\_\_\_

**Horses help farmers by pulling plows and farm equipment.**

**Horses helped humans travel farther.**

**Horses wore armor to carry knights into battle.**

**Humans have used horses to travel before cars.**

**Horses pulled chariots and carts.**



**People still use horses today as companions and to show at horse shows**

**Interesting Fact #1**

*Write & Draw*

**Interesting Fact #2**

*Write & Draw*

**Interesting Fact #3**

*Write & Draw*

**ACTIVITY THREE: Exploring the 5 Senses on the Farm**

Name: \_\_\_\_\_

	<b>Sight</b> What does it look like?	<b>Sound</b> What can you hear?	<b>Smell</b> What does it smell like?	<b>Touch</b> What does it feel like?	<b>Taste</b> What does it taste like?
Molasses Milk					
Oats					
Straw					
Hay					



## **References:**

American Farm Bureau Foundation for Agriculture

(<https://www.agfoundation.org/ag-lit-catalog/view/barn-at-night>)

Feeding Minds Press

(<https://www.feedingmindspress.com/our-books/barn-at-night>)

*Optional* "Barn At Night" Activity Kit

(<https://www.feedingmindspress.com/files/Activity-kit-Barn-at-Night.pdf>)

Optional Farm Animal Charades

(<https://www.feedingmindspress.com/files/BARN-AT-NIGHT-sample-lesson.pdf>)

"Barn At Night" Book Preview

(<https://tinyurl.com/yj3yvwh7>)

Meet the Illustrator - Jen Betton

(<https://tinyurl.com/y757nkn5>)

Molasses and Milk Recipe

(<https://joythebaker.com/2017/01/warm-molasses-milk/>)