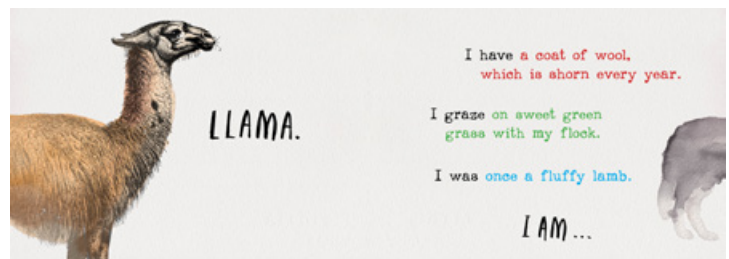
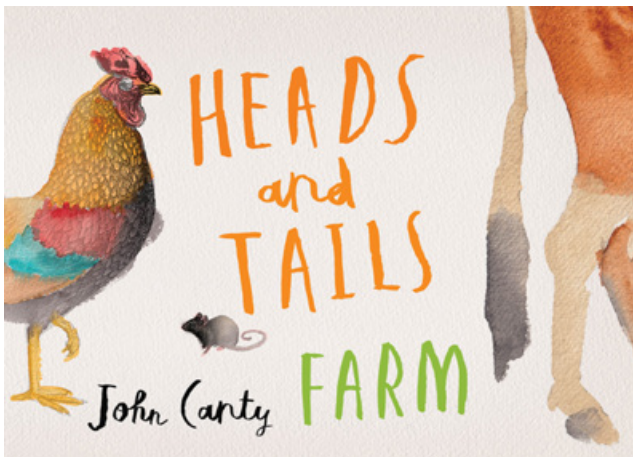


Teachers' notes for Heads and Tails: Farm



ABOUT THE BOOK

SYNOPSIS

Heads and Tails: Farm is an interactive guessing book that uses a series of clues to introduce young readers to a range of animals that live on and around farms.

Children are shown part of an animal and given information about its appearance, behaviour, habitat and special features. Using these clues, readers predict which animal is being described before turning the page to reveal the answer.

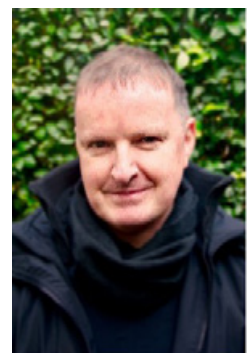
From cows and ducks to sheep, bees and owls, the book encourages observation, critical thinking and curiosity about animals and farms.

THEMES

- Farm animals
- Animal characteristics and behaviour
- Observation and prediction
- Problem solving

AUTHOR AND ILLUSTRATOR

John Canty is an award-winning creator of many beautiful, award-winning picture books, including *Heads and Tails* (2018 CBCA Notable), *Heads and Tails: Insects* (2019 CBCA Honour, CCBF Best International Picture Book at the Shanghai book fair 2019) *Heads and Tails: Underwater*, *Shapes and Colours* and *Sea*.



Title:	Heads and Tails: Farm
Author:	John Canty
ISBN:	9781923726017

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FOR THE CLASSROOM

DISCUSSION QUESTIONS

BEFORE READING

Cover discussion

Before reading, look at the cover.

- What animals can you see?
- Why do you think the book is called *Heads and Tails: Farm*?
- What kinds of animals might you find on a farm?

DURING AND AFTER READING

Animal vocabulary

1. Explore some of the interesting words used in the book:
 - antlers • fleece • graze • vigilant
 - cautious • prey • hive • shorn
 - webbed • waterproof

Be an animal detective

1. Each farm animal is described using a number of clues.
 - Which clue helped you identify the animal most quickly?
 - Were any clues surprising?
 - Which clues described the animal's appearance?
 - Which clues described the animal's behaviour/environment?
2. Choose an animal from the book.
 - Which facts did you already know?
 - Did you learn any new information?
 - Which animal fact did you find most interesting?
3. Create a chart with these headings:
 - Animal • Special Feature
 - What It Eats • Interesting FactComplete the chart using information from the book. Add extra facts from your own research.
4. Which animals in the book are:
 - Mammals?
 - Birds?
 - Insects?

5. Can an animal belong to more than one group? What features helped you decide?

Farm life

1. Why do people keep animals on farms?
2. Which animals provide food or products that people use?
3. How do farmers care for animals?
4. How does a dog help the farmer? What might happen if the farmer didn't have a working dog?
5. Some farm animals help farmers in ways other than providing food. How do you think these farm animals might help the farmer:
 - Horses
 - Donkeys
 - Bees
6. Farmers use many tools, vehicles and machines to help them do their work. Why might a truck, motorbike or tractor be useful? Can you think of any other things that help farmers care for animals and crops?

Animal adaptations

1. Many animals in the book have special features that help them survive. For example, pigs have a strong sense of smell to help them find food. Choose an animal from the book and answer these questions:
 - What is its special feature?
 - How does it help the animal?
 - Why is it important?
 - Draw a picture of your animal and label its special feature.
2. List some animals with an interesting tail. How does it use its tail? Does it help the animal move, defend itself, catch food, communicate?

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FOR THE CLASSROOM

ACTIVITIES

With a moo, moo here and a moo, moo there

Many animals in the book make distinctive sounds. As a class:

- Make a list of animal sounds.
- Practise making the sounds.
- Play a listening game where one student makes an animal sound and others guess the animal.
- Discuss why animals make sounds (warning, communication, attracting mates, finding their pack).

Music (ee, i, ee, i, o)

1. Many songs feature farm animals. As a class, sing 'Old MacDonald Had a Farm' and discuss the different animal sounds. Sing the song using the animals in *Heads and Tails: Farm*.
2. Have a musical morning or afternoon and sing some songs that feature farm animals. Here are some suggestions:
 - Baa Baa Black Sheep
 - The Farmer in the Dell
 - Little Bo-Peep
 - Hey Diddle Diddle
 - Mary Had a Little Lamb
 - Five Little Ducks
3. Work in small groups to create a new verse for a favourite animal song using an animal from *Heads and Tails: Farm*. You might like to perform your song at a school assembly.

Guess the animal

Choose one of the animals from the book and write your own set of clues without naming the animal. Think about: what it looks like; what it eats; the sounds it makes; how it moves; where it lives. For example:

- I like to roll in mud.
- I am pink and I have a curly tail.
- I snort.
- I am a ...

Swap your clues with a partner and see if they can guess the animal.

Creature creations

1. Draw a bird's-eye view of a farm that shows all the animals in the book. Or you might like to do this as a class exercise and create a mural of a farm.
2. Draw a part of an animal and challenge a classmate to guess what it is.

3. Write or dictate a short one or two paragraph story about one of the animals in the book. Share your story with a partner or the rest of the class.
4. Create some brand-new creatures with a Heads and Tails flip book. (Your teacher may need to help you with stapling and cutting.)
 - Choose 4-6 farm animals from the book.
 - Fold several sheets of paper in half and staple them together along one side to make a small book.
 - On each page, draw the head and front half of one animal on the top section and the tail and back half of the same animal on the bottom section.
 - Carefully cut each page across the middle so the top and bottom halves can be flipped separately.
 - Mix and match the pages to create funny new animals. What would a duck-pig or a sheep-llama look like?
 - Give each new creature a name and write three clues about it. For example, I have webbed feet. I like to roll in mud. I say quack and grunt. I am a ... dug! (a duck + a pig).

Animal movements

Animals move in different ways.

- Sort the animals into groups. Which animals walk, hop, waddle, run or fly?
- Choose an animal from the book and act out how it moves. Can your classmates guess which animal you are?

Extension: Reading

There are lots of funny picture books about farm animals. Set up a classroom library of farm animal books. Here are some suggestions:

- *Big Red Barn* by Margaret Wise Brown and Felicia Bond
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *Rosie's Walk* by Pat Hutchins
- *Mrs Wishy-Washy* by Joy Cowley
- *The Cow Tripped Over the Moon* by Tony Wilson
- *Pete the Sheep* by Jackie French and Bruce Whatley
- *The Very Busy Spider* by Eric Carle

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CURRICULUM LINKS (FOUNDATION – YEAR 2)

English

- AC9EFLY05 – Use comprehension strategies when listening to, viewing and reading texts.
- AC9E1LY14 – Use comprehension strategies to build literal and inferred meaning.
- AC9E2LY05 – Use comprehension strategies to make and explain predictions.

Science

- AC9SFU01 / AC9S1U01 / AC9S2U01 (depending on year level) – observing, comparing and describing living things and their features.