

DIFFERENT BREEDS OF DAIRY COWS

Focus Lesson: Different Breeds of Dairy Cows

Materials:

Cow by Jules Older
 Computers
 Poster paper
 Markers
 Glue
 Scissors

Time: 3-4 Days (35 minutes each day)

***Common Core Standards:**

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Thinking Skill: Researching

Objective:

Students will be able to identify different breeds of dairy cows.
 Students will be able to understand and present information on one specific breed of cattle that they researched.

Connection:

Where does milk come from?
 Are all cows black and white?
 Are there different breeds of cows?
 Are all breeds of cows used in milk production?
 Are some breeds better milk producers than others?
 Do different breeds of cows make milk that tastes differently?

Explicit Instruction:

Discuss what it means to be a dairy cow vs. a beef cow (dairy cows are females, a cow used for beef is a male and is considered “cattle”).
 Define breed (different types of an animal: eg. two different dog breeds are golden retrievers and Chihuahuas).

Guided Practice:

Day 1:

Split the class into six groups (Holstein, Guernsey, Jersey, Ayrshire, Brown Swiss, Dutch Belted). Explain to the class that they will be doing a research project on the different breeds of dairy cows.

Ask each group to make predictions about the color(s) of their breed and where the breed originated. Read the sixth section of *Cows* by Jules Older (This will show the answers after the students' predictions).

Explain to the class that they need to do further research on their breed because they will be making a poster and presenting it to the class (posterboard or computer presentation).

Give students about 20-30 minutes to begin researching. Allow students to research on the internet and in books. (Students should fill out organizer as they research)

Day 2:

Give students more time to gather research, to combine their findings, and to discuss what they are finding.

Once students have filled out their organizer allow them to create their presentation (the presentation should include the information from the organizer, a picture of the breed, a map of where the breed originated, and any statistics related to number of breed worldwide, milk production)

Reflection – Group Share:

Day 3-4:

Give students time to work on their posters.

Have students present their breed to the class. Allow for a discussion comparing and contrasting the different breeds as well as which breeds are most often used in production of dairy products.

Create a class comparison chart including elements from graphic organizers. Have each group fill in information.

Reading list:

Cows by Jules Older

Teacher Note: Hanging up the posters in the classroom after the presentations could be beneficial for students to reference as they learn more about milk, cheese, and dairy products.

Research Organizer

Group Members: _____

Breed Name: _____

Origin of Breed (Include a map in presentation):

What does the breed look like?



What are the strong characteristics of this breed?



What types of products come from the breed?



How much milk does this breed typically produce?



What do dairy farmers say about this breed?



Where is this breed located worldwide?



Fun Facts:



Resources:

(include a list of all resources used for research including book titles and authors, websites and web addresses)

