Life on the Farm: An Early Childhood Agriculture Curriculum
# Life on the Farm Unit Overview

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Vision:
An appreciation of agriculture by all.

Mission:
To increase awareness and understanding of agriculture among California’s educators and students.

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Acknowledgements
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Introduction
In an effort to simplify the idea of where food comes from, many early learners are implicitly taught that most farms look like the farms of the past: a single family living and working on a farm to provide for their day-to-day needs. In the past, the entire family would work on the farm and there was always work to be done. Typically, these farms would grow many different fruits and vegetables, with a big barn that housed a variety of livestock animals: a small brood of chickens, a horse, several cows and pigs, and a small herd of sheep. The family’s food came from their own farm. Although some farms are still like that, today we get most of our food from much larger farms—still family owned—that specialize in growing one type of food. There are egg farms, dairy farms, almond farms, and apple farms. This lesson introduces students to modern farms that require specialized knowledge, skills, and machinery in order to survive in the global marketplace.

Unit Overview
Life on the Farm is designed to fit into a teacher’s existing curriculum and allows the most flexibility for the educator: you may use the unit in whole or in part, as a basis for instruction or as a supplement. Each day focuses on a different theme related to life on a real farm: overview, livestock, fruits and vegetables, machines, and summary. This unit includes four multi-disciplinary learning experiences each day, following the daily theme. All activities are focused on specific learning goals that reinforce age-appropriate knowledge and skills.

Circle Time: Circle time includes a suggested book to read aloud and vocabulary development photo cards related to the book. In addition to literature connections, there is a whole group activity and discussion prompts for educators to engage the class.

Literacy Activity: Literacy activities include small group and whole group activities that focus on letter identification, vocabulary development, and shared and independent writing.

Math Activity: Math activities include small group, independent, and partner learning experiences that focus on identifying and writing numbers one through 10, one-to-one correspondence, basic subtraction and addition concepts, and number paths.

Science/Social Studies/Art: These activities focus on fine motor and gross motor skills that connect students to the daily theme.
## Day 1: All Kinds of Farms

**BIG Question:** What are some different types of farms?

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<tr>
<th>Activity</th>
<th>Description</th>
<th>Materials</th>
<th>Goals/Skills</th>
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</table>
| **Circle Time** | **Book: All Kinds of Farms** by Daniel Shepard  
• Vocabulary development photo cards (6)  
• Easel pad and markers | • Introduce different types of farms  
• Learn new vocabulary |
| **Literacy** | **Crop Letter Match** | In a sensory bin filled with rice, match the crop cards to the beginning letter sounds. | • Sensory bin filled with rice  
• Alphabet magnets  
• Crop cards  
• Crop Letter Match worksheet  
• Crayons | • Identify letters  
• Identify letter sounds  
• Fine motor practice  
• Vocabulary development |
| **Math** | **Counting Crops Interactive Reader** | Complete the interactive reader using various math skills. | • Counting Crops interactive reader  
• Counters (optional)  
• Crayons or markers | • Identify and write numbers 1-10  
• Write number words  
• Use a ten frame to visualize numbers  
• One-to-one correspondence |
| **Social Studies** | **Where Does My Burger Come From?** | Identify the different ingredients in a burger. Students connect the ingredients to agricultural commodities and the farmers and ranchers who produce them. | • Burger ingredients  
• Pocket chart  
• Build-a-Burger handout  
• Scissors  
• Glue sticks  
• Paper plates | • Identify the origin of ingredients  
• Identify locally grown crops  
• Fine motor skills: cut with scissors, color with crayons, glue with glue sticks |
Day 1: Circle Time

**Skills**

Introduce different kinds of farms
Learn new vocabulary

**Materials**

- Book: *All Kinds of Farms* by Daniels Shepard
- Vocabulary development photo cards (Prior to the lesson, cut and laminate the cards for future use)
- “On the Farm” song (Prior to the lesson, copy the song onto an easel pad)

**Setting**

Circle Time

**Activity Instructions**

2. After reading, review the included vocabulary development photo cards.
   a. Show the cards to the children and say the name of each photo on the card. Encourage the children to repeat the vocabulary words after you.
   b. Ask the children to identify the object or action on the card and describe what it is or does.
   c. Possible prompts:
      - **Grain**: Some farms grow grains. Grain is a tiny piece of food that grows on plants like wheat, rice, and corn. We use grains to make yummy things like bread, cereal, and pasta. *What grain do you like to eat?*
      - **Fruit**: Some farms grow fruit. Fruit is a food that grows on trees or plants. Some examples of fruit are apples, bananas, cherries, strawberries, and grapes. *What are some of your favorite fruits?*
      - **Vegetables**: Some farms grow vegetables. Vegetables are healthy foods that come from plants. Some vegetables grow above ground, like lettuce, tomatoes, and cucumbers, while others grow underground, like carrots, potatoes, and onions. *Can you think of any vegetables that are Green? Red? Purple?*
      - **Harvest**: Harvest is when farmers pick the food they grew in their fields. Fruits and vegetables like blueberries, peaches, tomatoes, cucumbers, and corn are all harvested in the summer. Fruits and vegetables like apples, pumpkins, and carrots are harvested in the fall when they’re ripe and ready to eat. *Have you ever harvested your own fruit or vegetable?*
      - **Livestock**: This word wasn’t in our book today, but we are going to be learning about animals on the farm this week, too. Livestock are animals that are raised on farms for food or other useful things. Some examples of livestock are cows, pigs, sheep, goats, and chickens. *Can you think of some food we get from livestock?*
      - **Weather**: Weather is what we call the different kinds of conditions outside, like sunny, rainy, cloudy, or snowy. For farmers, the weather is very important because it helps their plants grow. *Why do farmers like sunny weather? Why do farmers like rainy weather?*
3. Teach students the song, “On the Farm.” Here are some tips for teaching preschoolers a new song:
   a. Use visuals: Use pictures or props to help children understand the lyrics and the tune of the song. You can use hand gestures or actions to make the song more engaging.
   b. Break it down: Teach the song in small parts, repeating each part until the children are familiar with it. Sing the song slowly and clearly so that the children can follow along.
   c. Repeat, repeat, repeat: Encourage students to sing the song repeatedly until they have memorized the lyrics and the tune. Repetition is key in helping children learn and remember new songs.
Day 1: Vocabulary Development Photo Cards

Grain

Fruit
Day 1: Vocabulary Development Photo Cards

Vegetables

Harvest
Day 1: Vocabulary Development Photo Cards

Livestock

Weather
“On The Farm” Song
Sing to the tune of “Row, Row, Row Your Boat”

What’s growing on the trees?
Just look around the ranch
Walnuts, almonds, pistachios
Nuts on every branch

What’s growing in the field?
Just look what I found!
Lettuce, peppers, broccoli
Veggies growing from the ground

What’s growing on the trees?
Just look around the ranch
Pears, oranges, nectarines
Fruit on every branch

What’s living in the barn?
Near the stacks of hay
Sheep, cattle, or some goats
Livestock eat all day

What’s growing on the vines?
Just look around the ranch
Grapes, kiwi, blackberries
Fruit on every branch
Day 1: Literacy
Crop Letter Match

1. Introduce the activity. Tell students that California farmers and ranchers grow or raise more than 400 different commodities. Some commodities come from animals, like milk, wool, and meat. Some commodities are crops, like grains, fruits, and vegetables. Explain that students will look through the sensory bin to find matching crops and letters.

2. Show your students how to match the letters to the crop cards. For example, find the letter “A” and search for a crop that also starts with the letter “A” to make a match. Locate the “almond” crop card.

3. Once they find a match, students will color the corresponding letter on the Crop Letter Match worksheet.
<table>
<thead>
<tr>
<th>Almonds</th>
<th>Broccoli</th>
<th>Carrots</th>
<th>Dates</th>
<th>Eggplant</th>
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<tr>
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<td>Grapes</td>
<td>Honeydew Melon</td>
<td>Iceberg Lettuce</td>
<td>Kiwi</td>
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<td>Lemons</td>
<td>Mushrooms</td>
<td>Nectarine</td>
<td>Onions</td>
<td>Pear</td>
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<td>Radish</td>
<td>Strawberries</td>
<td>Tomatoes</td>
<td>Walnuts</td>
<td>Zucchini</td>
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</table>
Crop Letter Match

Color the letters you find and match to crops in the sensory bin.

Name: __________________________

A B C D E F
G H I J K L M
N O P Q R S T
U V W X Y Z
Day 1: Math

Counting Crops Interactive Reader

Skills
- Identify and write numbers 1-10
- Write number words
- Use a ten frame to visualize numbers
- One-to-one correspondence

Materials
- Counting Crops interactive reader
- Counters (optional)
- Crayons or markers

Setting
- Small group or whole class

Activity Instructions

1. Start by reviewing (or introducing) what a ten frame is and what it’s used for. You can say something like, “A ten frame is a tool that helps us count and understand numbers better.”
2. Show students a physical ten frame or a picture of one. Explain that a ten frame has two rows with five spaces in each row, making 10 total spaces.
3. Have students practice counting with a ten frame. Give students a number and invite them to place the same number of counters on the ten frame. Then, count together to reinforce the concept.
4. Distribute the interactive reader and invite students to complete the booklet. Students may use counters to complete the ten frames, or draw a picture of each crop in the corresponding number of spaces.
Identify and write numbers 1-10
Write number words
Use a ten frame to visualize numbers
One-to-one correspondence
Small group or whole class

COUNTING CROPS

THE END
I SEE one apple.

I SEE two carrots.
I SEE three pears.

I SEE four radishes.
I SEE five zucchinis.

I SEE six raspberries.
I SEE seven cherries.

I SEE eight walnuts.
I SEE nine blueberries.

I SEE ten almonds.
Day 1: Social Studies
Where Does My Burger Come From?

**Skills**
- Identify the origin of ingredients
- Identify locally grown crops
- Fine motor skills: cut with scissors, color with crayons, glue with glue sticks

**Materials**
- Burger ingredients (Prior to lesson, cut and laminate the ingredients for future use)
- Pocket Chart
- Scissors
- Glue sticks
- Crayons or markers
- Paper plates

**Setting**
- Circle time

**Activity Instructions**

1. Ask students, “Have you ever taken a bite of a hamburger and wondered where all the ingredients came from?” Explain that in this activity, students will take a closer look at the ingredients on a burger and identify which ingredients are grown by farmers and ranchers in the community.

2. Invite students to brainstorm different ingredients used to make a burger. With each idea, place the corresponding ingredient on the pocket chart. Talk about where the ingredient comes from. You can say something like, “I love pickles on my burger. Give a thumbs up if you like pickles, too. What vegetables do we use to make pickles? (Cucumbers) Who grows cucumbers? (Farmers) Cucumbers are vegetables that are usually grown in a field.”

3. Continue with each burger ingredient, making connections to local agriculture when possible.
   a. Bun: wheat
   b. Patty: meat, usually beef
   c. Ketchup: tomatoes
   d. Mustard: mustard plant
   e. Mayonnaise: oil (canola or soybean) and eggs
   f. Cheese: milk, usually from cows
   g. Pickles: cucumbers
   h. Tomatoes and lettuce

4. Distribute the Build-a-Burger handout. Invite students to color the different ingredients, then cut them out and glue them onto a paper plate. If they start with the bottom ingredient first (most likely the bottom of the bun), the other ingredients will fit properly on top.
Build-a-Burger
Cut out the hamburger parts and put them together just the way you like...
# Day 2: Animals on the Farm

**BIG Question:** What do farm animals produce?

## Activity | Description | Materials | Goals/Skills
--- | --- | --- | ---
**Circle Time** | Book: *National Geographic Kids: Farm Animals* by Joanne Mattern  
Game: Animal Product Match  
Read the book. Review vocabulary development photo cards. Play the game Animal Product Match. | - Book: *National Geographic Kids: Farm Animals*  
- Vocabulary development photo cards (6)  
- Animal Product Match cards  
- Pocket Chart | - Introduce different farm animals  
- Connect animals to food and fiber  
- Learn new vocabulary

**Literacy** | Playdough Stamp Mats  
Build animal words with playdough and letter stamps. | - Playdough stamp mats  
- Playdough  
- Letter stamps | - Identify and differentiate letters  
- Fine motor practice  
- Vocabulary development

**Math** | Feeding Time  
Cooperative Game  
Add feed to the barrel or remove feed from the barrel in this cooperative game. | - Large plastic cup  
- Feeding time barrel graphic  
- Counters  
- Feeding time cards | - Recognize numbers 1-10  
- Counting  
- Concepts of more and less

**Art** | Cowhide Art  
Read the book *The Kindergarten Rancher* by Rachel Gabel. Make cowhide art. | - *The Kindergarten Rancher* by Rachel Gabel  
- White cardstock  
- Tempera paints in red, brown, black, tan, and gray  
- Droppers | - Knowledge about animal products  
- Experimenting with color  
- Fine motor skills
Day 2: Circle Time

Skills
Introduce different farm animals
Connect animals to food and fiber
Learn new vocabulary

Materials
- Book: *National Geographic Kids: Farm Animals* by Joanne Mattern
- Vocabulary development photo cards (Prior to lesson, cut and laminate the cards for future use)
- Animal product match cards
- Pocket chart

Setting
Circle time

Activity Instructions

1. Read the book, *National Geographic Kids: Farm Animals* by Joanne Mattern. This book includes three chapters. Depending on the attention span of your students, you may wish to only read the first chapter or read the entire book over the course of an entire day.

2. After reading, review the included vocabulary development photo cards.
   a. Show the cards to the children and say the name of each photo on the card. Encourage the children to repeat the vocabulary words after you.
   b. Ask the children to identify the object or action on the card and describe what it is or does.
   c. Possible prompts:
      - Dairy: Dairy is a type of food that comes from milk, which is produced by animals like cows, goats, and sheep. Cheese, butter, and yogurt are made with milk. Dairy foods are really good for you because they help build strong bones and teeth. *What dairy products do you eat at home?*
      - Poultry: Poultry is a type of bird that farmers raise for food, like chickens, turkeys, and ducks. They provide us with many different types of food like chicken nuggets, turkey sandwiches, and eggs. *What poultry products do you eat at home?*
      - Sheep: Sheep are fluffy animals found on farms. We use their wool to make clothes, and their meat for food. On the farm, they live in a fenced grassy area called a pasture. *How do their wooly coats feel?*
      - Pigs: A pig is a farm animal that provides us with meat like bacon, ham, and sausage. We call the meat from pigs “pork.” *What pork products do you eat at home?*
      - Beef Cattle: This word wasn’t in our book today, but beef cattle are also farm animals. Beef cattle look similar to dairy cows, but beef cattle are raised for meat. Hamburgers and steak are examples of foods made from beef. *What beef products do you eat at home?*
      - Crops: Not all farmers raise animals. Some farmers grow crops. Animals eat crops, and people use crops to make food. Some crops include fruits like apples and oranges, vegetables like carrots and lettuce, and grains like wheat and rice. *What crops do you see growing in our community?*

3. Play the matching game, Animal Product Match.
   a. Place the animal cards across the top of the pocket chart. Place the animal product cards at the bottom of the pocket chart, in no particular order. Before starting the game, review the animal cards, differentiating between the dairy cow (with udder) and the steer (used for beef).
   b. Invite students, one at a time, to approach the pocket chart and select an animal product card from the bottom of the chart. Help them correctly match the product to one of the animal cards at the top of the chart. When they make a match, they may place the card under the corresponding animal card. Repeat with the remaining cards.
   c. This might be a good time to introduce the concept of animal by-products. You can say something like, “The people who raise animals for meat often use all the parts of an animal to make sure that nothing goes to waste. For example, they might use the cow’s hide (skin) to make leather for shoes, belts, and purses. They might use the pig’s bristles (hairs) to make brushes. They might even use the bones of the animal to make glue, or the fat to make candles and soap. When ranchers use all the parts of an animal, they are being responsible and making sure that nothing goes to waste.”
Day 2: Vocabulary Development Photo Cards

Dairy

Poultry
Day 2: Vocabulary Development Photo Cards

Crops

Pigs
Day 2: Vocabulary Development Photo Cards

Sheep

Beef Cattle
Animal Product Match
Animal Cards

<table>
<thead>
<tr>
<th>Cow</th>
<th>Chicken</th>
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<tr>
<td>Pig</td>
<td>Sheep</td>
<td>Turkey</td>
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<td>Animal Product Match</td>
<td>Animal Product Cards</td>
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<td><strong>Eggs</strong></td>
<td><strong>Drumstick</strong></td>
<td><strong>Milk</strong></td>
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<td><strong>Bacon</strong></td>
<td><strong>Ham</strong></td>
<td><strong>Sausage</strong></td>
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<tr>
<td><strong>Yogurt</strong></td>
<td><strong>Butter</strong></td>
<td><strong>Chicken Nugget</strong></td>
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<tr>
<td><strong>Socks</strong></td>
<td><strong>Steak</strong></td>
<td><strong>Mittens</strong></td>
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Day 2: Literacy
Playdough Stamp Mats

Skills
- Identify and differentiate letters
- Fine motor practice
- Vocabulary development

Materials
- Playdough stamp mats (Prior to lesson, print on bright paper and laminate the mats for future use)
- Playdough
- Alphabet stamps

Setting
- Small group

Activity Instructions

1. Introduce the activity. Students will use the playdough stamps to create farm animal words. There is a picture clue on each card and circles for each letter of the word.
2. Invite students to build an animal word.
   a. Look at the first circle (the first letter of the word) and find the corresponding letter stamp. Next, roll playdough into a small ball and smoosh it into the circle. Then, stamp the letter into the playdough. Repeat this process until the entire word is complete. Practice saying the word.
Playdough Stamp Mats

Cow

Pig
Playdough Stamp Mats

Goat

ten

Hen
Playdough Stamp Mats

Sheep

Duck
Day 2: Math

Feeding Time Cooperative Game

**Skills**
- Recognize numbers 1-10
- Counting
- Concepts of more and less

**Materials**
- Large plastic cup (one per group of 3-4 students)
- Feeding time barrel graphic (Prior to the lesson, print, cut and tape to each plastic cup)
- Counters (20 per group, use natural colors, such as brown, yellow, or green)
- Feeding time cards (one set per group)

**Setting**
- Small group

---

**Activity Instructions**

1. In this cooperative game, the players work together to achieve a common goal rather than trying to beat each other. This encourages teamwork, collaboration, and communication between the players.
2. Start by reviewing the different livestock animals that can be raised on a farm. Explain that some livestock farmers also grow crops that can be used to feed the animals they care for. For example, a dairy farmer may grow corn which is a nutritious food for cows. A pig farmer might grow turnips to feed their pigs.
3. Introduce students to the game, Feeding Time:
   a. To set up the game, place the cup in the center of the playing area and put 10 counters inside the cup and 10 counters next to it.
   b. Shuffle the deck of cards and place it face down near the cup.
   c. The first player picks up a card from the deck.
   d. If the player draws a crop card, it represents harvesting a crop and the player adds that number of counters to the barrel.
   e. If the player draws an animal card, it represents feeding the animals and the player removes that number of counters from the barrel.
   f. Play continues clockwise with each player taking a turn to draw a card and add or remove counters accordingly.
   g. The goal of the game is to always have counters in the barrel. If the group runs out of counters, they can start over. The game ends when all the cards have been drawn or when the players decide to stop playing.
   h. At the conclusion of the game, count the total number of counters in the cup. Have groups report how many counters remain in the cup and celebrate their success.
# Feeding Time Cards

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![Feeding Time Cards](image-url)
Day 2: Art

Cowhide Art

Skills
- Knowledge about animal products
- Experimenting with color
- Fine motor skills

Materials
- The Kindergarten Rancher by Rachel Gabel (optional)
- White cardstock
- Tempera paints (in red, brown, black, tan, and gray in small containers)
- Droppers

Setting
- Whole class or small group

Activity Instructions

1. After reading the book, The Kindergarten Rancher by Rachel Gabel, discuss how each breed of cattle is unique. They look different, and have different colored hair on their hide (skin). Review the different colors from the book.

2. The ranchers who raise cattle for meat often use all the parts of an animal to make sure that nothing goes to waste. For example, they might use the cow’s hide (skin) to make leather jackets, belts, shoes, and even furniture. It has a smooth, durable texture and that makes it great for these kinds of products.

3. Introduce the cowhide art project.
   a. Give each child a piece of white cardstock and a dropper.
   b. Show the children how to use the dropper to pick up some paint from the bowls.
   c. Invite the children to drop the paint onto their paper in any pattern they like. They can make dots, lines, or even draw shapes like circles or squares.
   d. Encourage the children to experiment with the dropper and the paint, and to make different patterns and shapes. They can also mix colors or try using different amounts of paint for different effects.
   e. Optional: Once the paintings are dry, create a wall collage of cowhide-inspired artwork.
# Day 3: Crops on the Farm

**BIG Question:** How do different crops grow?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Materials</th>
<th>Goals/Skills</th>
</tr>
</thead>
</table>
| **Circle Time**   | **Book: Apples** by Gail Gibbons  
**Anchor Chart: Crops Grow** | Read the book. Review vocabulary development. Complete an anchor chart about how crops grow. | • Book: *Apples* by Gail Gibbons  
• Vocabulary development photo cards (6)  
• Easel pad and markers | • Introduce different crops and how they grow  
• Learn new vocabulary |
| **Literacy**      | **Harvest Time! Three-Step Sequencing** | Sequence the events that occur during food production. Tell a story to review the sequence. | • Sequencing cards  
• Critical thinking  
• Vocabulary development  
• Cause and effect  
• Oral language |
| **Math**          | **Farm Stories** | Respond to teacher prompts by adding crops to and taking crops away from the story mat. | • Farm story mat  
• Counters  
• Problem cards | • One-to-one correspondence  
• Counting  
• Concepts of more and less  
• Listening |
| **Science**       | **Desktop Crop** | Prepare a tiny garden and watch a crop grow on the desktop. | • Clean lid  
• Paper towel  
• Mustard seeds  
• Aluminum foil or cardstock to block light  
• Water  
| | | | • Follow directions  
• Make scientific observations  
• Fine motor skills |
Day 3: Circle Time

Skills

Introduce different food crops and how they grow
Learn new vocabulary

Materials

- Book: *Apples* by Gail Gibbons
- Vocabulary development photo cards (Prior to the lesson, cut and laminate the cards for future use)
- Crops Grow anchor chart (Prior to the lesson, copy the framework onto the easel pad)
- Easel pad
- Markers

Setting

Circle time

Activity Instructions

2. After reading, review the included vocabulary development photo cards.
   a. Show the cards to the children and say the name of each photo on the card. Encourage the children to repeat the vocabulary words after you.
   b. Ask the children to identify the object or action on the card and describe what it is or does.
   c. Possible prompts:
      • Orchard: An orchard is a place where lots of trees stand in rows. It is where farmers plant and tend fruit and nut trees like apples, peaches, and almonds. *What are some other crops that grow in an orchard?*
      • Field: A field is a big open space of land where farmers plant seeds and grow crops like corn, wheat, and vegetables, and it’s an important place where plants get the sun, rain, and nutrients they need to grow big and strong. *What are some other crops that grow in a field?*
      • Blossom: Blossoms are the small flowers that appear on fruit or nut trees. When trees have blossoms, bees visit the flowers to collect nectar, and while doing so, transfer pollen from one flower to the next, helping the tree produce fruit or nuts. *What sweet food do we get from bees?*
      • Grocery Store: A grocery store is a place where we can buy foods and drinks that are grown or made on farms, such as fruits and vegetables from orchards and fields. *What grocery stores are in our community?*
      • Transport: Transport means moving crops and animals from farms to different places like grocery stores or factories where they can be made into the foods we love to eat. This can be done by trucks, trains, ships, or planes. *Have you ever seen trucks moving crops or animals? What were they carrying?*
      • Dormant: This word describes when a tree is alive but not actively growing. *What do you notice about this photo of a dormant tree?*
3. Complete the anchor chart.
   a. Prior to the lesson, create a framework on an easel pad using the template provided on page 42. As you review the key points and interact with students, draw and write their ideas on the anchor chart. Hang the chart in a prominent location in the classroom where students can easily refer to it throughout the unit.
Day 3: Vocabulary Development Photo Cards

Orchard

Field
Day 3: Vocabulary Development Photo Cards

Blossom

Grocery Store
Day 3: Vocabulary Development Photo Cards

Transport

Dormant
Crops Grow Anchor Chart

Crops grow in the orchard...

In the field...
Day 3: Literacy
Harvest Time! Three-Step Sequencing

Skills
- Critical thinking
- Vocabulary development
- Cause and effect
- Oral language development

Materials
- Sequencing cards
- Apple

Setting
- Circle time or small group

Activity Instructions

1. First, introduce the concept of three-step sequencing. Tell students they are going to practice putting a series of events in the right order. Introduce the terms first, next, and last. Give some simple examples, such as getting ready for school or making a peanut butter and jelly sandwich.

2. Show students the apple. Invite them to come up with a three-step sequence for apple production. For example, first they are grown on a tree, next they are harvested, and last they are transported to a grocery store.

3. Use the cards to practice three-step sequencing for a variety of agricultural crops. Students can work independently, in pairs, or as a larger group. After they put the cards in the right order, ask them to orally tell the story on the cards.

4. Finish the lesson by inviting students to give an example of a three-step sequence they saw today or one they can think of on their own. Remind them that crops provide us with food and that farmers work hard to produce food for us to enjoy.
Harvest Time!
Harvest Time!
Day 3: Math

Farm Stories

Skills
- One-to-one correspondence
- Counting
- Concepts of more and less
- Cause-effect processing

Materials
- Farm story mats (orchard and field)
- Counters (unifix cubes, mini erasers, etc)
- Problem cards

Setting
- Small group or independent practice

Activity Instructions

1. Begin showing the students the farm story mats (orchard and field) and the counters. Explain that the mats represent different kinds of farms and the counters represent crops growing on the farms. Invite students to discuss the similarities and differences between the two scenes.

2. Give each student a turn to pick a counter from the pile and place it on the mat wherever they like. Encourage them to imagine what kind of crop they are planting, and to place the token in a spot that would be suitable for that crop to grow.

3. Once all the students have placed a token on the mat, explain that you will be giving instructions for them to add or remove counters from the mat. Encourage them to listen carefully and follow the instructions.

4. Use the problem cards to guide the students through the activity. Once students get the hang of it, encourage them to suggest their own story problems.
Farm Story Mats

in the orchard
Farm Story Mats

in the field
# Farm Story Problem Cards

Note: The examples featured on the problem cards go up to ten. You may want to remind students that often a farmer will have thousands of plants growing in a single field or orchard and that these problems have been simplified for young learners.

<table>
<thead>
<tr>
<th>Orchard Mat: Addition</th>
<th>Field Mat: Addition</th>
<th>Orchard Mat: Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are three oranges growing on one tree, and five more growing on another tree. <strong>How many oranges are growing altogether?</strong></td>
<td>The farmer plants five tomato plants in the field. The next day she plants four more. <strong>How many total tomato plants are planted in the field?</strong></td>
<td>There are ten pears growing on a tree in the orchard. After a windy day, there are only three pears on the tree. <strong>How many pears fell off?</strong></td>
</tr>
<tr>
<td>Orchard Mat: Addition</td>
<td>Field Mat: Addition</td>
<td>Field Mat: Subtraction</td>
</tr>
<tr>
<td>There is one bee pollinating the orange blossom on the tree. Four more bees join him. <strong>How many bees are pollinating the blossoms on the tree?</strong></td>
<td>The farmer has six watermelons growing in the field. Three more watermelons are starting to grow. <strong>How many watermelons are growing in the field?</strong></td>
<td>There were ten strawberry plants growing in the field, but four were eaten by pests. <strong>How many strawberries are left in the field?</strong></td>
</tr>
<tr>
<td>Orchard Mat: Subtraction</td>
<td>Field Mat: Subtraction</td>
<td>Field Mat: Multi-Step Addition</td>
</tr>
<tr>
<td>A farmer had ten bags of almonds, but he used two bags to make almond butter. <strong>How many bags of almonds does the farmer have now?</strong></td>
<td>There were eight pumpkins in the patch, but three of them were harvested for jack-o-lanterns. <strong>How many pumpkins are left in the patch?</strong></td>
<td>The farmer plants five pepper plants on the first day, five pepper plants on the second day, and eight pepper plants on the third day. <strong>How many pepper plants are growing in the field?</strong></td>
</tr>
</tbody>
</table>
Day 3: Science

Desktop Crop

Skills
- Follow directions
- Make scientific observations
- Fine motor skills

Materials
- Clean lid (one per group)
- Paper towel (one per group)
- Mustard seeds
- Aluminum foil to block light
- Spray bottle with water

Setting
- Whole class or small group

Activity Instructions

1. Start by telling students that farmers take care of plants so that they can grow big and healthy. Farmers take care of lots of plants, sometimes even thousands of plants, which we call a crop. The crop needs food, water, and light. Farmers work really hard to make sure the plants are healthy, and when the plants are ready, they harvest the crop. For example, farmers might grow corn as a crop to sell as food for people or animals. Or they might grow cotton as a crop to make into clothing.

2. Tell students that they will plant a desktop crop to see what plants need and how they grow from seeds.
   a. Take a clean lid from a peanut butter jar or use a plastic soup-cup lid.
   b. Fit the paper towel into the lid, covering any tiny holes.
   c. Moisten the paper towel with a spray bottle filled with water. You don’t want it too wet.
   d. Sprinkle seeds on the paper towel.
   e. Cover the lid with a thick piece of aluminum foil to block the light and allow seeds to germinate.
   f. Check your garden every day until you see little shoots growing, then remove the cover. Once the seeds have sprouted, place them in a sunny location and water regularly.
Desktop Crop

Plants need...

What I see...

Day 5

Day 10

Day 15
## Day 4: Machines on the Farm

**BIG Question:** How do machines help on the farm?

### Activity  
**Circle Time**
- **Book:** *Tremendous Tractors* by Tony Mitton and Ant Parker
- **Song:** "Machines on the Farm"

**Description:** Read the book. Review vocabulary development photo cards. Learn a new song, "Machines on the Farm."

**Materials:**
- Book: *Tremendous Tractors* by Tony Mitton and Ant Parker
- Vocabulary development photo cards (6)
- Easel pad and markers

**Goals/Skills:**
- Introduce different machines and what they do
- Learn new vocabulary

### Activity  
**Literacy**
- **Alphabet Plowing**

**Description:** Use a tractor to write letters in a shallow tray filled with soil or sand.

**Materials:**
- Alphabet plowing cards
- Shallow tray filled with soil
- Pencil
- Small toy tractors

**Goals/Skills:**
- Identify letters
- Practice writing letters
- Fine motor practice

### Activity  
**Math**
- **Tractor Squeeze**

**Description:** Partners play a number guessing game using tractor props and a number line.

**Materials:**
- Tractor props
- Craft sticks
- Number line

**Goals/Skills:**
- Identify numbers 1-10
- Concepts of more and less
- Use a number line

### Activity  
**Art**
- **Build a Tractor**

**Description:** Make a tractor by cutting and pasting different tractor parts.

**Materials:**
- Tractor templates printed on cardstock
- Green, yellow, dark gray, and light blue cardstock
- Scissors
- Glue sticks

**Goals/Skills:**
- Identify parts of a tractor
- Fine motor skills: cut with scissors, glue with glue sticks
Day 4: Circle Time

Activity Instructions

1. Read the book, *Tremendous Tractors* by Tony Mitton and Ant Parker. After reading, review the included vocabulary development photo cards.
   a. Show the cards to the children and say the name of each photo on the card. Encourage the children to repeat the vocabulary words after you.
   b. Ask the children to identify the object or action on the card and describe what it is or does.
   c. Possible prompts:
      - Tire: The round rubber part on the tractor that helps it move and grip the ground. *What other vehicles have tires and how are they different from tractor tires?*
      - Plow: A farm tool that is pulled by a tractor and used to turn over soil and create furrows for planting seeds. *How does this make a farmer’s job easier?*
      - Furrow: A long narrow trench that is made in the ground by a plow, which helps farmers plant seeds in neat rows. *What tool did farmers use to make furrows before the plow was invented? Why do they use a plow now?*

2. Teach students the song, “Machines on the Farm.” Here are some tips for teaching preschoolers a new song:
   a. Use visuals: Use pictures or props to help children understand the lyrics and the tune of the song. You can use hand gestures or actions to make the song more engaging.
   b. Break it down: Teach the song in small parts, repeating each part until the children are familiar with it. Sing the song slowly and clearly so that the children can follow along.
   c. Repeat, repeat, repeat: Encourage students to sing the song repeatedly until they have memorized the lyrics and the tune. Repetition is key in helping children learn and remember new songs.

Materials

- Book: *Tremendous Tractors* by Tony Mitton and Ant Parker
- Vocabulary development photo cards (Prior to the lesson, cut and laminate the cards for future use)
- “Machines on the Farm” song (Prior to the lesson, copy the song onto an easel pad)

Skills

- Introduce different kinds of farms
- Learn new vocabulary

Setting

Circle time
Day 4: Vocabulary Development Photo Cards

Tire

Plow
Day 4: Vocabulary Development Photo Cards

Furrow

Hopper
Day 4: Vocabulary Development Photo Cards

Bale

Thresh
“Machines on the Farm” Song
Sing to the tune of “The Farmer in the Dell”

Machines on the farm
Machines on the farm
Each machine has a special job
Machines on the farm

The plow breaks up the ground
The plow breaks up the ground
Makes the furrows, rich and brown
The plow breaks up the ground

The planter sows the seeds
The planter sows the seeds
It plants them in a perfect row
The planter sows the seeds

The combine cuts the wheat
The combine cuts the wheat
It separates the grain to eat
The combine cuts the wheat

The shaker shakes the tree
The shaker shakes the tree
The nuts fall down and all around
The shaker shakes the tree

The baler makes the bales
The baler makes the bales
Gathers the hay and wraps it tight
The baler make the bales

Machines on the farm
Machines on the farm
Machines make work much easier
Machines on the farm
Day 4: Literacy
Alphabet Plowing

Skills
- Identify letters
- Practice writing letters
- Fine motor practice

Materials
- Alphabet plowing cards
- Shallow tray filled with soil
- Pencil
- Small toy tractors

Setting
- Small group or free play

Activity Instructions

1. Explain to students that they will be practicing making letters by drawing an alphabet card and then using a toy tractor to create the letter in the soil.
2. Demonstrate how to use the tractor to make the letter by drawing the letter in the soil with a pencil, and then driving the tractor along the lines to make the letter shape.
3. Have each child draw a letter card from a stack, and show them how to write the letter in the soil with a pencil.
4. Encourage the children to use the toy tractors to drive along the lines of the letter and make the shape in the soil.
<table>
<thead>
<tr>
<th>Alphabet Plowing Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>G</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>K</td>
</tr>
</tbody>
</table>
Alphabet Plowing Cards

M

N

O

P

Q

R
<table>
<thead>
<tr>
<th>Letter</th>
<th>Tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td><img src="image" alt="Tractor S" /></td>
</tr>
<tr>
<td>T</td>
<td><img src="image" alt="Tractor T" /></td>
</tr>
<tr>
<td>U</td>
<td><img src="image" alt="Tractor U" /></td>
</tr>
<tr>
<td>V</td>
<td><img src="image" alt="Tractor V" /></td>
</tr>
<tr>
<td>W</td>
<td><img src="image" alt="Tractor W" /></td>
</tr>
<tr>
<td>X</td>
<td><img src="image" alt="Tractor X" /></td>
</tr>
</tbody>
</table>

**Alphabet Plowing Cards**
Alphabet Plowing Cards

Y

Z
Day 4: Math
Tractor Squeeze

Skills
Identify numbers 1-10
Concepts of more and less
Using a number line

Materials
- Tractor props (Prior to the lesson, cut and laminate the props for future use)
- Craft sticks
- Number line, 1-10 or 1-20

Setting
Large group, small groups, or partners

Activity Instructions
1. Gather the needed materials and determine the most suitable number line for learners to use. Print the tractor props and tape a craft stick to the back of each one. You will need one set for each group.
2. The goal of the game is to correctly guess the mystery number that has been selected by another player using a number line. The teacher can first ask a volunteer to partner with the teacher to demonstrate the game to the class.
3. To begin the game, one player should select a mystery number and write it down without revealing it to the other player.
4. The other player will attempt to guess the mystery number. After each guess, the player who selected the mystery number should indicate whether the guess is too high, too low, or correct.
5. The number line and tractor props will help the players make more accurate guesses. A tractor prop will be placed at each end of the number line, facing the middle. If the number guessed is too low, the green tractor will advance to that number, narrowing down the possible numbers. If the number guessed is too high, the red tractor will advance to that number. Play continues until the guessing player guesses correctly.
Tractor Squeeze
PROPS FOR PARTNERS
Tractor Squeeze
PROPS FOR THE CLASS
Tractor Squeeze
Number Line 1-10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10
Tractor Squeeze
Number Line 1-20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Day 4: Art

Build a Tractor

**Skills**

- Identify parts of a tractor
- Fine motor skills (cut with scissors, glue with glue sticks)

**Materials**

- Tractor templates printed on cardstock
- Green, yellow, dark gray and light blue cardstock
- Scissors
- Glue sticks
- Spray bottle with water

**Setting**

- Whole class or small group

**Activity Instructions**

*Note: This activity can come to life by inviting a local farmer to bring a tractor to your school site and giving students the opportunity to see a real tractor and ask related questions.*

1. Before the lesson, gather materials and print the templates onto the appropriate colored cardstock.
2. Instruct students to cut out the different tractor parts. As they work, discuss the following parts and their functions:
   a. Cab: The cab is the main part of the tractor where the driver sits.
   b. Front wheels: The front wheels are smaller than the back wheels and are responsible for steering the tractor.
   c. Back wheels: The large back wheels provide the tractor with power to move forward. The patterns on the surface of the tire, called tread, help it grip the ground.
   d. Engine: The engine is the heart of the tractor and provides the power for it to run.
   e. Exhaust pipe: The exhaust pipes prevent harmful pollutants from being released into the air.
   f. Technology: Many modern tractors now come equipped with various technologies to help the driver operate the machine more efficiently and effectively. Some tractors can even be driven by remote control!
3. Once all the parts are cut out, help the children assemble the tractor by gluing the parts together.
4. Once the tractors are complete, allow the children to play with them and pretend they are driving around on a farm. You can also encourage them to create their own farm scenes using materials such as playdough or blocks.
Build a Tractor

Print on yellow cardstock
Build a Tractor
Print on white cardstock
Build a Tractor
Print on light blue cardstock
Build a Tractor
Print on green cardstock
# Day 5: Thank You Farmers

**BIG Question:** How do farmers help our community?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Materials</th>
<th>Goals/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle Time</strong></td>
<td>Book: <em>Right This Very Minute</em> by Lisl H. Detlefsen</td>
<td>• Book: <em>Right This Very Minute</em> by Lisl H. Detlefsen</td>
<td>• Identify the origin of different products</td>
</tr>
<tr>
<td></td>
<td>Watch: Life on The Farm Videos</td>
<td>• Vocabulary development photo cards (6)</td>
<td>• Learn new vocabulary</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>Shared Writing: Thank You Farmer</td>
<td>• Easel pad</td>
<td>• Collaborate with peers</td>
</tr>
<tr>
<td></td>
<td>Think about the ways a farmer contributes to our community. Write a thank you letter to a farmer.</td>
<td>• Marker</td>
<td>• Express thoughts and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Thank You Farmer student worksheet</td>
<td>• Writing mechanics</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>California Agriculture Grab and Graph</td>
<td>• Bag or container</td>
<td>• Sort objects</td>
</tr>
<tr>
<td></td>
<td>Create a bar graph that depicts California's top ten agricultural products.</td>
<td>• Graphing tiles</td>
<td>• Count numbers up to 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bar graph worksheet</td>
<td>• Represent data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Crayons</td>
<td></td>
</tr>
<tr>
<td><strong>Unit Review</strong></td>
<td>Farm Match Scavenger Hunt</td>
<td>• Farm cards</td>
<td>• Identify where different agricultural products are grown</td>
</tr>
<tr>
<td></td>
<td>Collect farm cards from around the room and sort the cards by farm setting: orchard, barn, or field.</td>
<td>• Farm Match worksheet</td>
<td>• Think critically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clipboard</td>
<td>• Classify objects</td>
</tr>
</tbody>
</table>
Day 5: Circle Time

Life on the Farm:

Skills
- Identify the origin of different foods
- Learn new vocabulary

Materials
- Book: Right This Very Minute by Lisl H. Detlefsen
- Vocabulary development photo cards (6)

Setting
- Circle time

Activity Instructions

1. Read the book, Right This Very Minute by Lisl H. Detlefsen.
2. After reading, review the included vocabulary development photo cards.
   a. Show the cards to the children and say the name of each photo on the card. Encourage the children to repeat the vocabulary words after you
   b. Ask the children to identify the object or action on the card and describe what it is or does.
   c. Possible prompts:
      • Sap: Sap is a sweet and sticky liquid that comes from trees, especially maple trees. In the springtime, sap starts flowing in abundance through the tree's trunk and branches. Farmers collect the sap and use it to make maple syrup. What do you like to put maple syrup on?
      • Frost: Frost is a very thin layer of ice that forms on surfaces such as leaves, grass, and windows when the temperature drops below freezing point. Heavy frost can damage crops. What does frost look/sound/feel like?
      • Soil Sensors: Soil sensors are little machines that tell us information about the soil, like how much water and nutrients it has. They help farmers take care of their plants and the environment. What do you think a farmer would do if the soil sensor said the soil was too dry?
   d. Nutrients: Nutrients in the soil help plants grow big and strong. Just like we need to eat healthy food to grow and stay healthy, plants need nutrients to grow and stay healthy too. What plant do you eat that helps you grow strong and healthy?
   e. Pollination: Pollination is when insects visit flowers and spread tiny particles called pollen. This helps plants make fruits and seeds. Have you seen any insects visiting flowers? Which insects?
   f. Graze: Grazing is when animals eat grass or other plants that are growing in a pasture or field. What animals have you seen grazing in a field?
3. Watch the “Life on the Farm” videos by scanning the QR code. One video features a sheep rancher who produces wool which is used to make socks, hats, and other fiber products. The other video spotlights a tomato farmer who produces tomatoes that are used to make salsa, ketchup, and other tomato products.
4. Use the following questions to prompt discussion:
   a. What farms did we learn about today? What products do these farms produce?
   b. How were these farms different? How were they similar?
   c. What do you think these farmers are doing right this very minute? Make a list of tasks that the farmers might be doing.
   d. How do farmers and ranchers help our community?
Day 5: Vocabulary Development Photo Cards

- Sap
- Frost
Day 5: Vocabulary Development Photo Cards

Soil Sensors

Nutrients
Day 5: Vocabulary Development Photo Cards

Pollination

Graze
Day 5: Literacy

Shared Writing: Thank You Farmer

Skills
Collaborate with peers
Express thoughts and ideas
Writing mechanics
Letter-sound correspondence

Materials
- Easel pad
- Marker
- Thank You Farmer student worksheet

Setting
Large group or individual

Activity Instructions

1. To start, review the different agricultural products farmers grow and raise, and how the products sustain and improve our lives. Tell students, “Today we are going to write a letter to a farmer and tell them how much we appreciate their hard work.”

2. Brainstorming: Ask the students what they want to say to farmers to thank them for the hard work they do. Encourage students to share about their favorite crops and livestock animals, and what they appreciate about farmers and ranchers. Record their responses.

3. Shared writing: Using the ideas from the class, write a letter to a farmer. Invite students to help with spelling, writing, and drawing pictures to go along with the letter. Read the finished letter out loud to the class.

4. Independent writing: Provide students with a Thank You Farmer worksheet. Encourage them to use the ideas generated by the class or their own ideas to fill in the blanks. They may illustrate their writing in the space provided.

5. After students have finished writing and drawing, encourage them to share their letters with the class. Help them read their letters out loud if needed, and celebrate their achievements. By writing a thank you letter to a farmer together students can learn the importance of showing gratitude and appreciation for the hard work that goes into growing their food and fiber.

6. Note: If your class is interested in mailing letters to a real farmer or rancher, please contact California Foundation for Agriculture in the Classroom at info@learnaboutag.org for contact information.
Our class has been learning about [fill in].
We have learned that farmers are [fill in] and [fill in].
My favorite crop is [fill in] because [fill in].

Thank you for helping our community!
Sincerely,

DEAR FARMER,
Day 5: Math
California Agriculture Grab and Graph

Skills
- Sort objects
- Count numbers up to 10
- Represent data

Materials
- Bag or container
- Tiles with pictures of the top ten California agricultural commodities
- Bar graph worksheet for each student
- Crayons

Setting
- Small group or whole class

Activity Instructions

1. First, introduce the concept of bar graphs. Tell students, “A bar graph is a way to show information using pictures and bars. We can use bar graphs to compare things. We’re going to make a bar graph today using pictures of different items produced by California farmers and ranchers.”

2. Explain that students will be graphing the commodities using tiles that they will pick from a bag. Each tile represents the value of the commodity in billions of dollars. The more tiles the commodity has, the greater value it has.

3. Invite a volunteer to pick a tile from the bag and show it to the class.

4. Have the class work together to identify the commodity it represents.

5. Instruct students to color in the appropriate box on their worksheet to represent the commodity, making the height of the bar equal to the value of the commodity in billions of dollars.

6. Repeat steps 3-5 until all the tiles have been drawn from the bag.

7. Review the graph, pointing out which commodities have the tallest and shortest bars.
<table>
<thead>
<tr>
<th>Dairy Products</th>
<th>Grapes</th>
<th>Grapes</th>
<th>Almonds</th>
<th>Cattle &amp; Calves</th>
<th>Pistachios</th>
<th>Walnuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Products</td>
<td>Grapes</td>
<td>Grapes</td>
<td>Almonds</td>
<td>Strawberries</td>
<td>Pistachios</td>
<td>Rice</td>
</tr>
<tr>
<td>Dairy Products</td>
<td>Dairy Products</td>
<td>Grapes</td>
<td>Almonds</td>
<td>Strawberries</td>
<td>Lettuce</td>
<td></td>
</tr>
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<td>Dairy Products</td>
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<td>Lettuce</td>
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<td>Dairy Products</td>
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<td>Almonds</td>
<td>Cattle &amp; Calves</td>
<td>Pistachios</td>
<td>Tomatoes</td>
<td></td>
</tr>
</tbody>
</table>
Day 5: Review

Farm Match Scavenger Hunt

Skills
Identify where different agricultural products are grown
Think critically
Classify objects

Materials
- Farm cards
- Farm Match worksheet
- Clipboard
- Glue stick

Setting
Large group

Activity Instructions

1. Prior to the activity, copy and cut one set of farm cards for each group. Hide the cards around the room, grouping the same cards together. For example, all the pig cards may be taped to the wall under a table.
2. Introduce the activity. Tell the students that today, your classroom represents a community. In the community, there are many different types of farms and each farm grows or raises a certain agriculture product.
3. Each group will send a representative, one at a time, to find and collect one product.
4. After the group member collects the product, they will return to their group and decide where the product is grown: in a field, orchard, or barn.
5. They will glue the product in the appropriate place on the corresponding worksheet.
6. Each group member will take turns finding the products around the room and returning to the group. Repeat the steps until all 15 products are found and glued onto the worksheet.
7. Divide students into groups of three or four students. Give each group a clipboard with a worksheet and glue stick. Conduct the activity.
8. Review each of the farm settings and the products grown there. Invite students to share some of the things they’ve learned throughout the unit. You can say, “Even though our unit on farms is ending, we can continue to learn about and appreciate the amazing farms in our state. We can keep exploring and asking questions, and we can continue to support local farmers and their families. Thank you for learning with me and exploring the wonderful world of farms.”
**Farm Cards**

<table>
<thead>
<tr>
<th>Animals</th>
<th>Fruits</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goat</td>
<td>Orange</td>
<td>Tomato</td>
</tr>
<tr>
<td>Pig</td>
<td>Almonds</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Rooster</td>
<td>Pear</td>
<td>Lettuce</td>
</tr>
<tr>
<td>Cow</td>
<td>Apple</td>
<td>Carrot</td>
</tr>
<tr>
<td>Turkey</td>
<td>cherry</td>
<td>Corn</td>
</tr>
</tbody>
</table>
Farm Match Worksheet

IN A FIELD

IN AN ORCHARD

IN A BARN