



Fantastic Farmers

Suggested Grade Level: K-2

Time: 60 minutes

Subject: Social Studies, Communities, Goods and Services, Food Production Systems, Farming, Consumers and Producers, English Language Arts, Informational Reading, Speaking and Listening, Agriculture

Overview: In this cross-curricular lesson, K–2 students explore the roles and responsibilities of farmers through interactive and collaborative activities. Students participate in an “I Have, Who Has” matching game to build background knowledge, contribute to a class anchor chart, and engage in discussions supported by a read-aloud. They then sort farming-related items into categories and apply their understanding by creating a flapbook that organizes key aspects of farming. A movement-based activity reinforces engagement while highlighting the connection between agriculture and daily life.

Objectives:

1. Identify and describe key ideas about farmers’ roles using information from discussions and texts
2. Participate in collaborative conversations by sharing ideas, asking questions, and contributing to a class anchor chart
3. Categorize and organize information by sorting farming-related items into defined groups
4. Represent understanding through visual models by creating a labeled flapbook with drawings and/or words
5. Explain connections between farmers and everyday life using examples from lesson activities and discussions

Background Information:

Our world depends on the hard work of farmers. The food we eat, the clothes we wear, and even the wood used to build our homes all come directly or indirectly from farming. We truly couldn’t live without farmers! According to the Kansas Farm Bureau, a farmer is someone who operates a farm—either by doing the work themselves or by making day-to-day decisions about planting, harvesting, tilling, feeding animals, and marketing products. Farmers grow crops and raise livestock on farms that range in size from small family farms to large industrial farms. Fun fact: One American farmer feeds about 168 people each year! Together, U.S. farmers produce enormous quantities of food and materials, including hundreds of billions of pounds of grain, oilseeds, dairy, fruits, vegetables, meat, and poultry. But farming isn’t just about food. Farmers also supply the raw materials for many everyday products—like baseball bats, leather gloves, shoes, paper, tires, shampoo, soap, toothpaste, lumber, hand tools, and even crayons (Kansas

Farm). From the food on our tables to the tools we use, farmers play an essential role in our daily lives.

Kansas Connections:

Agriculture is the largest industry in Kansas, bringing about \$62 billion to our state's economy each year (Kansas Department). From the very beginning, Kansas was built by hardworking farmers, and that tradition is still strong today. Kansas ranks seventh in the nation for the total value of farm production. About 88% of the land in Kansas is used for farming, with more than 58,000 farms across the state! Kansas farmers grow many important crops and raise livestock. Our state is number one in sorghum (milo) and winter wheat, second in cropland, third in cattle, and also produces a lot of sunflowers, hay, corn, soybeans, milk, and hogs. From crops to livestock, Kansas farmers help feed and support people all across the country every single day! (Kansas Foundation)

Materials:

Engagement

- 24 "I Have, Who Has" cards (run on cardstock and laminate for durability, cut out for use)

Discussion

- Chart paper
- Markers
- Post-It notes (optional)
- "What Do Farmers Do All Day?" By Emily Mahoney
- 30 Category Picture Cards

Activity

Per student

- Worksheet
- Blank piece of copy paper
- Crayons/colored pencils
- Glue stick
- Scissors

Instructional Format:

1. Review Background Information and Kansas Connections.
2. Conduct engagement activity.
3. Lead a class discussion.
4. Complete the activity.

Engagement: To begin this lesson, have students sit in a circle. Then, pass out the "I Have, Who Has" cards in a random order. Instruct students to read their cards and find someone with the matching card. Once they find the peer with the matching card, have them line up in order next to that person (Farmer/barn, barn/horse, horse/tractor, and so on). This match-up should create a circle, as the final card connects to the first. Finally, discuss what the cards represent.

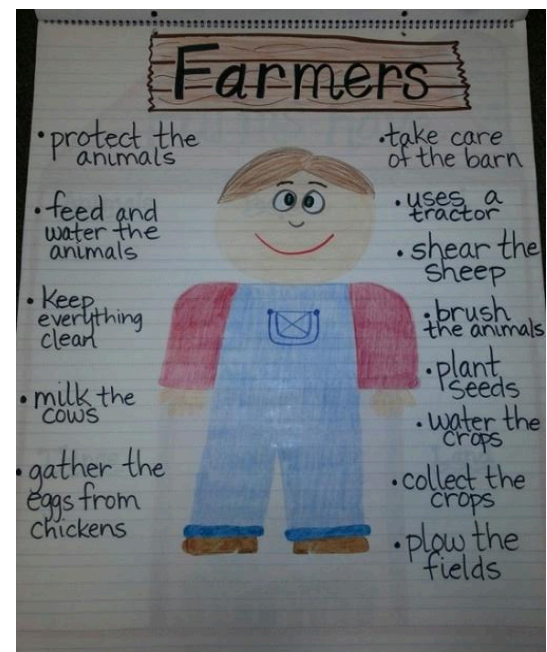


1. farmer-barn	2. barn - house	3. horse - tractor	4. tractor - corn
5. corn - fence	6. fence - combine	7. combine - wheat	8. wheat - wheelbarrow
9. wheelbarrow - pitchfork	10. pitchfork-bucket	11. bucket - pasture	12. pasture - hens
13. hens - saddle	14. saddle - irrigation	15. irrigation - windmill	16. windmill - 4-wheeler
17. 4-wheeler - pig	18. pig - GPS	19. GPS - shovel	20. shovel - hay
21. hay - milking machine	22. milking machine - boots & hat	23. boots & hat - rope	24. rope - farmer

Procedures:

Discussion

1. Play this short YouTube video for the class. Little Boat: I Want To Be A Farmer - Kids Dream Job - Can You Imagine That?
<https://www.youtube.com/watch?v=WtH7hNKyOD8> and guide a class discussion.
2. Create a class anchor chart to add to throughout the lesson. You can either have students write remarks as they brainstorm ideas about farmers, or have them write on Post-It notes and bring them up to the chart.
3. Read "What Do Farmers Do All Day?" by Emily Mahoney (or another book listed in Supporting Resources) aloud to the class.
4. After reading, discuss as a class. Add any new insights and ideas about farmers to the anchor chart.
5. Hand out a Category Picture Card to each student. Using a pocket chart (or on the floor or taped to the board), start sorting the cards and put them in the correct category. Discuss the cards as a class.
 - Tools: shovel, rope, pitchfork, hammer/nails
 - Equipment: 4-wheeler, tractor, combine, baler
 - Animals: pig, goat, cow, chicken
 - Technology: computer, GPS, Ear Tags, Drones
 - Crop: corn, wheat, pumpkins, green beans
 - Jobs: take care of animals, plant the crops, farmers' market, gather eggs
6. Put the cards away. Remind students that farmers work really hard, but they also like to have some fun!



Use this square dancing activity as a fun brain break. Play this video for the class and dance along: TheLearningStation - Kids Songs and Nursery Rhymes: SQUARE DANCE CADENCE 🎵 Dance & Action Songs for Kids 🎵 Children's Song by The Learning Station
<https://www.youtube.com/watch?v=fFskdWvq0wk&t=99s>.

Activity

1. Hand out the worksheet listed at the end of this lesson.
2. Demonstrate for students how to only cut the two bold lines on each side and stop before the other line.
3. Then, instruct your students to use crayons or colored pencils to draw/color a farmer in the middle section. Remind students that not all farmers are boys and not all farmers wear overalls every day.
4. Hand out blank copy paper.
5. Instruct students to use glue sticks to put glue ONLY IN THE MIDDLE SECTION and lay the worksheet on top of the glue. There should be six flaps that open and close.
6. Demonstrate writing a word on each flap: tool, animal, crop, equipment, technology, job.
7. Have students either draw a picture under each flap, write a word, or both.
8. Have students gather on the floor again once they're finished. Invite them to share some of the words/pictures and compare them to the anchor chart. Encourage students to add new ideas to the anchor chart.
9. To wrap up the lesson, announce that students will be playing a whisper game. Instruct students to whisper to a neighbor, "Tonight I can tell my grown-up that farmers..."



Vocabulary:

- **Farm:** Land used to grow crops and/or raise animals
- **Farmer:** A person who owns, manages, or works on a farm
- **Agriculture:** Planting crops and raising livestock, also known as farming
- **Livestock:** Animals (cows, pigs, horses, birds, goats, etc.) raised on farms
- **Crops:** A plant or plant product that is grown and harvested on a farm
- **Industrial Farm:** A large farm or ranch run by a family or company that produces in large quantities
- **Family Farm:** Small or mid-sized farms run by an individual or family
- **Ranch:** A farm that primarily raises livestock
- **Tilling:** Plowing and otherwise preparing land for planting
- **Harvesting:** The process of gathering in crops

Kansas Standards:

History, Government, and Social Studies

Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and

practices of individuals and groups.

3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.

3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.

Language Arts

Kindergarten

Reading: Informational

Key Ideas and Details

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Language in Reading: Informational

RI.K.12 With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Range of Reading and Text Complexity

RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.

Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

Presentation of Knowledge and Ideas

SL.K.5 Add drawings or other visual displays to supply additional detail to descriptions.

1st Grade

Reading: Informational

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

Language in Reading: Informational

RI.1.12 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

RI.1.12.a Sort words into categories to gain a sense of the concepts the categories represent.

Speaking and Listening

SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.

Presentation of Knowledge and Ideas

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

2nd Grade

Reading: Informational

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.

Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally or through media.



National Agricultural Literacy Standards:

Agriculture and the Environment

- Describe how farmers/ranchers use land to grow crops and support livestock (T1.K-2 a.)

Plants and Animals for Food, Fiber, and Energy

- Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop (T2.K-2 a.)
- Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs) (T2.K-2 b.)
- Identify examples of feed/food products eaten by animals and people (T2.K-2 c.)

Food, Health, and Lifestyle

- Recognize that agriculture provides our most basic necessities: food, fiber (fabric or clothing), energy, and shelter (T3.K-2 b.)

Science, Technology, Engineering, and Mathematics

- Recognize and identify examples of simple tools and machines used in agricultural settings (e.g., levers, screws, pulley, wedge, auger, grinder, gears, etc.) (T4.K-2 b.)

Culture, Society, Economy, and Geography

- Discuss what a farmer does. (T5.K-2 a.)
- Explain why farming is important to communities (T5.K-2 b.)
- Identify places and methods of exchange for agricultural products in the local area (T5.K-2 c.)
- Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes (T5.K-2 d.)
- Identify the people and careers involved from production to consumption of agricultural products (T5.K-2 e.)
- Trace the sources of agricultural products (plant or animal) used daily (T5.K-2 e.)

Supporting Resources:

“A Day in the Life of a Farmer” Book by Heather Adamson

<https://agclassroom.org/matrix/companion-resources/180/>

“A Farmer’s Life for Me” Book by Jan Dobbins

<https://www.amazon.com/Farmers-Life-Me-Jan-Dobbins/dp/1646865022>

“Agriculture Pays” by Utah Agriculture in the Classroom

<https://agclassroom.org/matrix/lesson/291/>

“Farmers (People in My Community)” Book by Jared Siemens

<https://www.ebooks.com/en-us/book/209816607/farmers/jared-siemens/>

“Farming” Book by Gail Gibbons

<https://www.amazon.com/Farming-New-Updated-Gail-Gibbons/dp/0823445534>

“Jobs Farmers Do” by Dan Yunk

<https://www.kfb.org/WebsitePageFile/File/C176DEA2-EA21-4239-9B14-A53C35B226DB/FarmersToolChestofJobs.pdf>

“Jobs on a Farm” Book by Nancy Dickmann

<https://www.amazon.com/Jobs-World-Farming-Nancy-Dickmann/dp/1432939459>

“My Farm Web” by Vanae Morris and Debra Spielmaker

<https://agclassroom.org/matrix/lesson/8/>



“People Who Help Us: Farmer” Book by Rebecca Hunter

https://www.amazon.com/People-Who-Help-Us-Farmer/dp/1842345133/ref=tmm_hrd_s_watch_0

Career Information: Farmer

A farmer is someone who grows crops and raises animals to help provide food, clothing, and other important materials we use every day. Farmers plant seeds, care for animals, drive tractors, and use tools and technology to keep their farms running. Their work helps feed families, supply stores, and support communities across the country. Without farmers, we wouldn't have many of the things we need to live and grow.

Author: Nancy Smith, first-grade teacher at Heatherstone Elementary and 2019 KFAC Teacher of the Year; edited by Marissa Cook, Secondary Art Education Major at KSU, KFAC intern.

References:

Kansas Farm Bureau. (n.d.). *Facts About Farmers and Agriculture*. Kansas Farm Bureau. Retrieved October 29, 2025, from <https://www.kfb.org/WebsitePageFile/File/E7A87680-5ABD-4D17-B4DE-588BE4829B60/JFDFunFactSheet.pdf>

Kansas Department of Agriculture. (n.d.). *Kansas Agriculture*. Retrieved October 29, 2025, from <https://www.agriculture.ks.gov/kansas-agriculture>

Kansas Foundation for Agriculture in the Classroom. (n.d.). *Kansas Agricultural Facts*. Retrieved October 29, 2025, from <https://ksagclassroom.org/about/facts/>



I have...



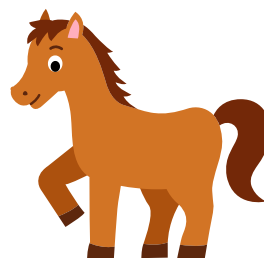
Who has...



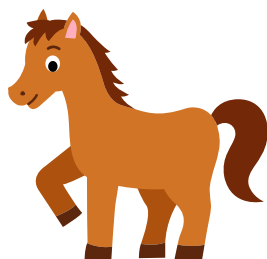
I have...



Who has...



I have...



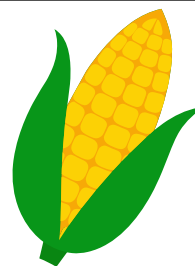
Who has...



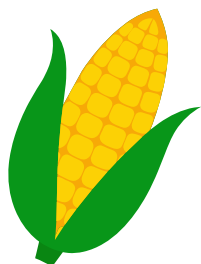
I have...



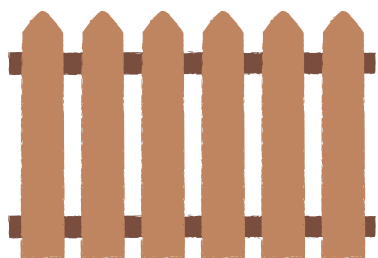
Who has...



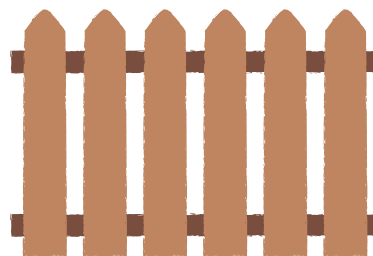
I have...



Who has...



I have...



Who has...



I have...



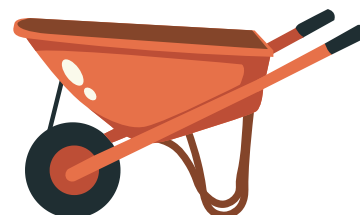
Who has...



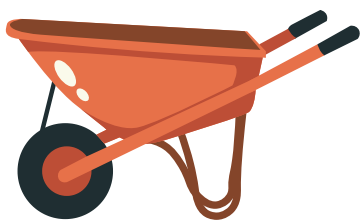
I have...



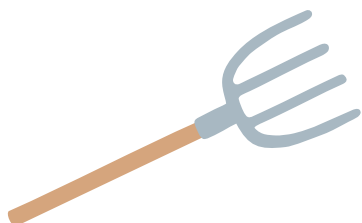
Who has...



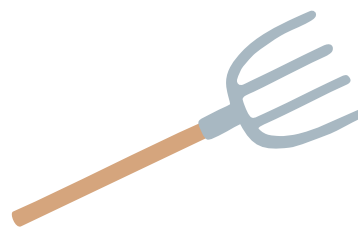
I have...



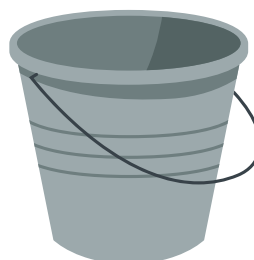
Who has...



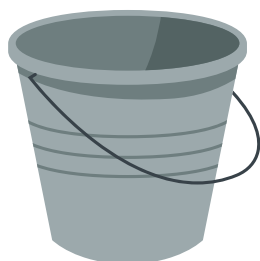
I have...



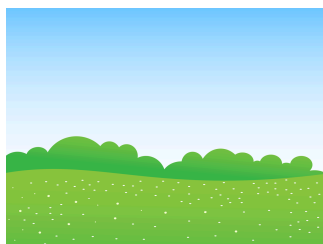
Who has...



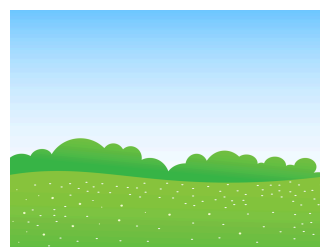
I have...



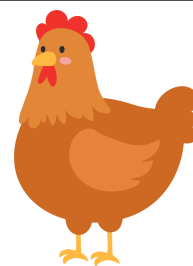
Who has...



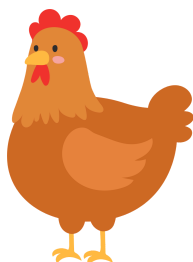
I have...



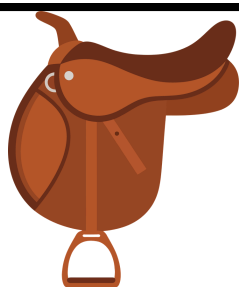
Who has...



I have...



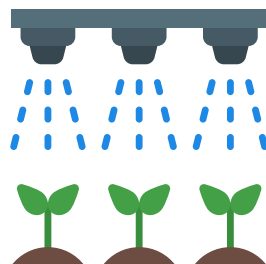
Who has...



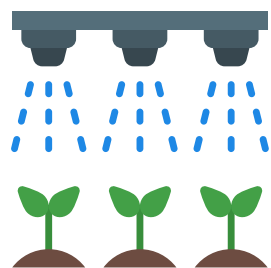
I have...



Who has...



I have...



Who has...



I have...



Who has...



I have...



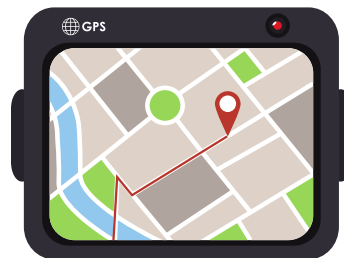
Who has...



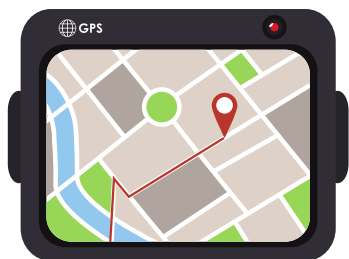
I have...



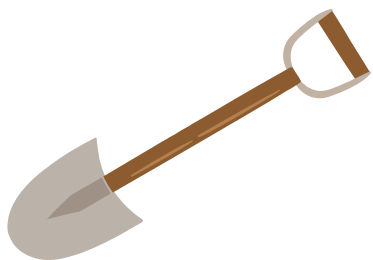
Who has...



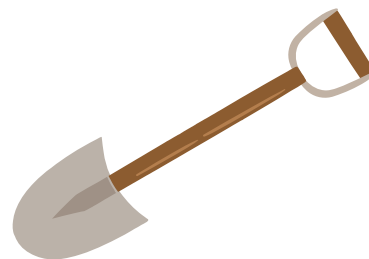
I have...



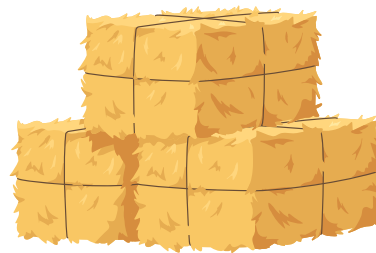
Who has...



I have...



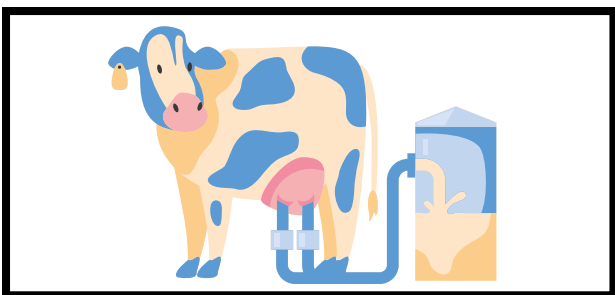
Who has...



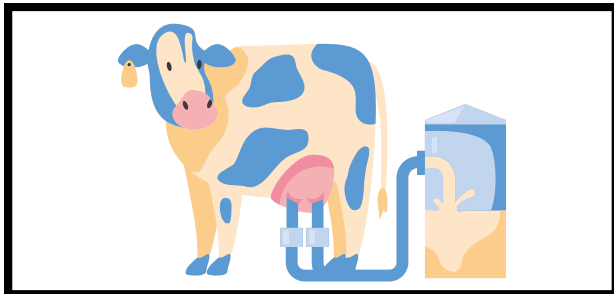
I have...



Who has...



I have...



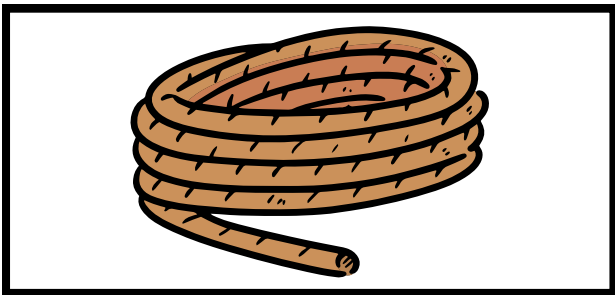
Who has...



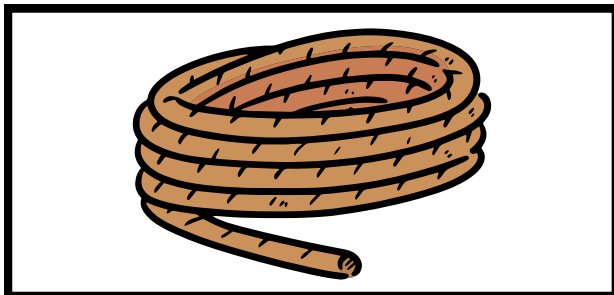
I have...



Who has...



I have...



Who has...



Tools

Equipment

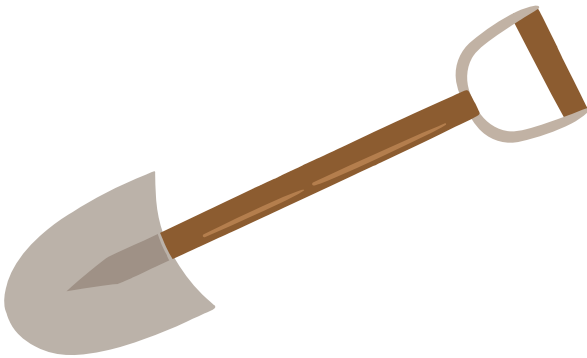
Animals

Technology

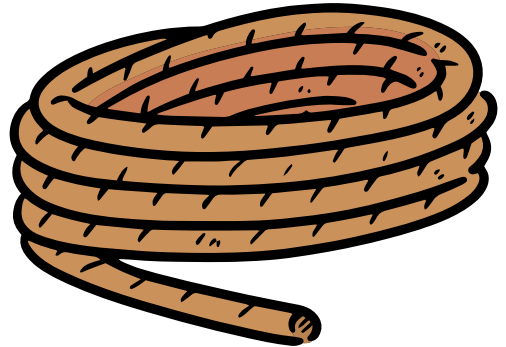
Crop

Jobs

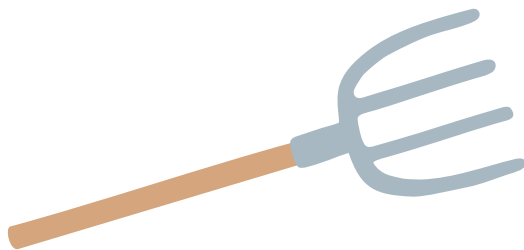
Shovel



Rope



Pitchfork



Hammer & Nails



4-wheeler



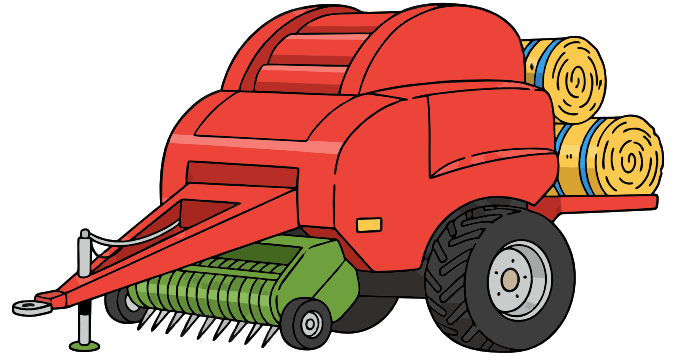
Tractor



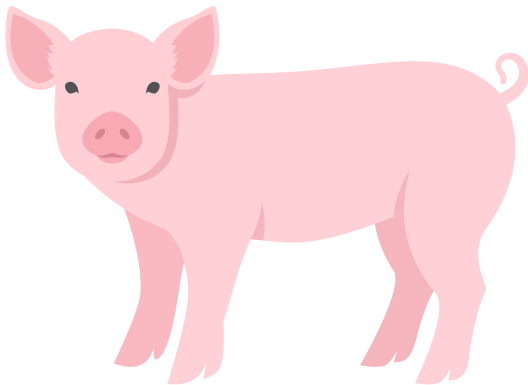
Combine



Baler



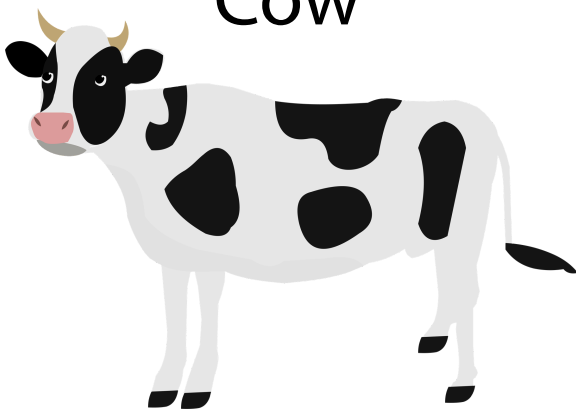
Pig



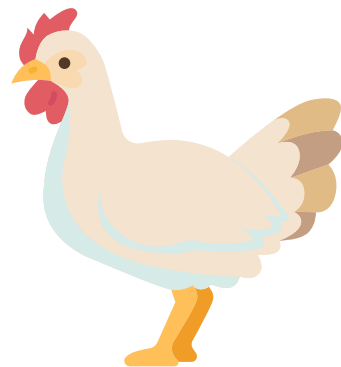
Goat



Cow



Chicken



Computer



GPS



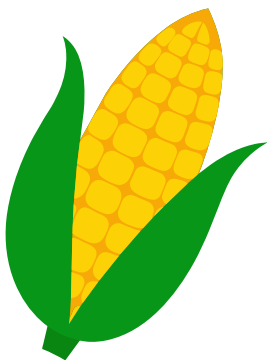
Ear Tags



Drones



Corn



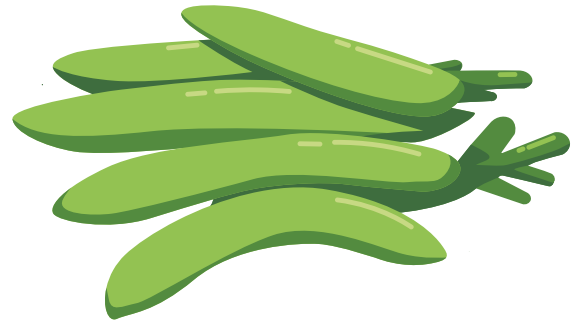
Wheat



Pumpkins



Green Beans



Take care of animals



Plant crops



Farmer's market



Gather eggs

