# Lesson 5: Farmers Watch the Weather

**Grade Level:** First Grade

**Time:** 70 minutes

**Subjects:** ELA, Agriculture

**Overview:** This lesson is Lesson 5 of 5, the closing lesson of the *Jobs Farmers Do* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. In a final purposeful reread, students discover the reason the author gives for why farmers watch the weather and connect that reason to the crops farmers work so hard to grow. Students learn that a farmer's work changes with every season because the weather changes. They build that understanding into a class chart and their own season wheel. Students then write an informative piece about one season on the farm, using descriptive words to describe the weather and spelling new words by sound. The lesson brings the unit full circle by showing students that the many jobs they learned about keep Kansas farmers and ranchers busy year-round.

**Skillset:** Activating prior knowledge across the unit, purposeful rereading, identifying the reasons an author gives, describing the connection between two pieces of information in a text, using describing words in writing, describing how weather and farm work change across the seasons, writing an informative piece with a topic, facts, and a closing, and spelling untaught words phonetically by finger stretching.

**Kansas Academic Standards**
*Kansas ELA Standards*
**RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
**RI.1.8** Identify the reasons an author gives to support points in a text.
**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
**W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
**W.1.11.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

*National Agriculture Literacy Outcomes*
*Agriculture and the Environment*
**T1.K-2.a** Describe how farmers/ranchers use land to grow crops and support livestock.
**T1.K-2.d** Provide examples of how weather patterns affect plant and animal growth for food.

**Objectives**
*English Language Arts Objectives*
Students will be able to:

- Identify the reason the author gives for why farmers watch the weather.
- Describe the connection between the crops farmers grow and the storms that can destroy them.
- Use a describing word to tell what the weather is like in their writing.
- Write an informative piece that names a season, gives facts about the weather and farm work, and ends with a closing.
- Spell untaught words phonetically by finger stretching and writing a letter for each sound they hear.

*Agriculture Objectives*
Students will be able to:
- Describe how farmers and ranchers use the land to grow crops and care for animals in each season.
- Give examples of how the weather in each season affects crops and animals.

**Materials Needed**
*Whole Group:*
- Book: *Jobs Farmers Do* by Dan Yunk, illustrated by Michele Johnson, with photographs by Scott Stebner and John Schlageck (physical copy or author read-aloud on unit landing page)
- Describing Words chart, with a simple picture beside each word (warm / hot / cool / cold / wet / dry)
- "Seasons on the Farm" chart, teacher-prepared with four sections labeled Spring, Summer, Fall, and Winter and blank space under each label, filled in with students during the lesson (Spring: warm, wet/plants seeds/baby animals are born; Summer: hot / pulls weeds / gives animals water and shade; Fall: cool, dry / harvests the crops / gets animals ready for winter; Winter: cold / fixes equipment / feeds animals and gives them shelter)
- 1 teacher sample season plate, with four sections drawn and labeled (Spring, Summer, Fall, Winter) and no pictures drawn yet
- 1 teacher sample window plate, with the two cut lines drawn
- 1 brass paper fastener for the teacher sample
- 1 teacher sample recording sheet, enlarged or displayed (chart paper, document camera, or poster-sized copy), used to model the whole sheet from start to finish and left posted during independent writing
- Word Bank, companion document with a picture beside each word, displayed where all students can see it (harvest, tractor, shelter, equipment, animals)
- Markers

*Season Wheel (per student):*
- 1 season plate, with four sections drawn and labeled (Spring, Summer, Fall, Winter)
- 1 window plate, with two cut lines drawn from the outside edge to the center
- 1 brass paper fastener
- Crayons or markers
- Scissors

*Writing:*
- Four Seasons on the Farm recording sheet, companion document (one per student).
- Pencils and crayons

(Note: See the separate Teacher Preparation instructions below. Both paper plates are prepared ahead of time with the section lines, the season names, the two cut lines, and a punched center hole.

Students cut along the drawn lines and push the brad through. The Word Bank holds only words first graders cannot sound out. Students are expected to spell words like seeds, crops, rain, and snow phonetically.)

**Lesson Procedures**

1. Connecting to What We Know
    a. Before the lesson, complete the Teacher Preparation instructions below. Post the Describing Words chart, the Seasons on the Farm chart, the Word Bank, and the sample recording sheet on the wall or easel near the carpet. Set the book, a marker, the teacher sample plates, and one brad beside your chair.
    b. Gather students on the carpet where they can all see you and the charts.
    c. Explain to students: "This is our last lesson in our *Jobs Farmers Do* unit. Let's think back to everything we have learned."
    d. Ask students the questions below. Call on two or three students for each one.
        - "Grandpa told Kailey and her cousins about all the jobs farmers do. What is one job you remember?" (taking care of the land, raising animals, fixing equipment, using technology, running a business)
        - "We became farm mechanics. What did we fix?" (a tractor, a wagon, a wheel, a pin)
        - "We ran a farm business. What did we sell and buy?" (eggs, corn, milk, feed, seeds, cartons)
        - "We became farm equipment engineers. What did you build?" (something to carry a load of feed)
    e. Explain to students: "Today we are going to read our book one last time. Then we are going to find out something new. A farmer's jobs change all year long."
2. Final Purposeful Reread
    a. Keep students on the carpet. Hold up the physical copy of *Jobs Farmers Do* so all students can see the cover.
    b. Explain to students: "This is our last time reading this book together. Listen for two things today."
        - "Listen for the jobs farmers do to grow our food."
        - "Listen for the weather, and why the weather matters so much to a farmer."
    c. Open the book to the first page. Read aloud, holding the book open and facing students so they can see the pictures. Stop at the two points below.
        - Stop 1, after reading page 7. Hold the book open to page 7 and point to the photograph of the farmer checking his newly sprouted crops. Ask students the questions below. If a student is not sure, turn back to page 6, reread the words, and ask again.
        - "Who remembers what crops are?" (plants farmers grow for us to eat, like wheat and corn)
        - "What jobs did the book say farmers do to grow crops?" (plant the seed, grow the crops, keep weeds out)
        - "Do you think a crop grows in one day, or does it take a long time?" (a long time, many months)
    d. Continue reading from page 8.
        - Stop 2, after reading page 13. Hold the book open to page 13 and point to the photograph of the farmer standing in the field under the clouds. Ask

students the questions below. If a student is not sure, turn back to page 12, reread the words, and ask again.
    - "Who remembers what harvest means?" (when farmers gather their crops and bring them out of the field)
    - "The author tells us farmers watch the weather, especially at harvest time. What reason does he give? Why do farmers watch the weather?" (because storms can destroy everything they have grown)
    - "Is that a good reason? Why?" (If the crops are destroyed, there is no food, and the farmer loses all that work)
  e. Explain to students: "Now let's put two parts of our book together." Ask students:
    - "Before, the book told us farmers plant seeds and grow crops. Now the book told us a storm can destroy everything they have grown. How do those two things connect?" (the farmer works for months to grow the crops, and one storm can ruin them)
    - "What could happen to a farmer's crops if a big storm came the day before harvest?" (They could be flattened or ruined, and the farmer could not sell them)
  f. Read pages 14 through 16 to finish the book.
  (Note: Keep both stops brief. The purpose of this reread is to find the reason the author gives and connect it to the crops, not to reteach the whole book.)
3. Seasons and Describing Words
  a. Point to the Seasons on the Farm chart.
  b. Explain to students: "This chart is about seasons. A season is a part of the year. There are four seasons, and they always come in the same order. Then they start over again."
  c. Point to each label on the chart, one at a time, and read the names with students: "Spring. Summer. Fall. Winter."
  d. Ask students:
    - "What season are we in right now?"
    - "What season comes next?"
  e. Explain to students: "The weather is different in every season. Because the weather is different, the jobs on a farm are different too. A farmer grows crops. A rancher raises animals. Lots of Kansas families do both."
  f. Point to the Describing Words chart.
  g. Explain to students: "When we talk about the weather, we use describing words. A describing word tells what something is like. If I say the soup is hot, hot is a describing word. It tells what the soup is like."
  h. Point to each word and its picture, one at a time, and read it aloud with students: "Warm. Hot. Cool. Cold. Wet. Dry."
  i. Explain to students: "We will use these describing words to fill in our Seasons on the Farm chart. Then we will use them again when we write."
4. Filling In Our Seasons on the Farm Chart
  a. Return to the Seasons on the Farm chart and pick up a marker.
  b. Explain to students: "We are going to fill in our chart one season at a time. For each season, we will write the weather and the jobs on the farm."
  c. Point to the Spring section of the chart.
  d. Explain to students: "Spring is when the year warms up, and the rain comes."
  e. Ask students:

- "Which describing words tell about spring weather? Look at our Describing Words chart." (warm, wet)
- "Our book told us farmers plant the seed. What does a farmer put in the ground in spring?" (seeds)
- "Our book told us farmers sometimes help deliver the babies. Most baby farm animals, like calves and lambs, are born in spring. What job does that give farmers and ranchers?" (helping the babies get born and taking care of them)

f. Write the Spring entries under the Spring label as students answer, one entry per line: warm, wet/plants seeds/baby animals are born. Read each entry aloud after you write it.
g. Point to the Summer section of the chart.
h. Explain to students: "Summer is the hottest season of the year. The crops are growing tall. A weed is a plant the farmer did not plant, and it steals water from the crops."
i. Ask students:
    - "Which describing word tells about summer weather?" (hot)
    - "What does the farmer do about weeds?" (pulls them out)
    - "Our book told us farmers make sure their animals have water. If you were a cow standing outside all day in the hot sun, what would you want?" (water, shade)
j. Write the Summer entries under the Summer label as students answer, one entry per line: hot / pulls weeds / gives animals water and shade. Read each entry aloud after you write it.
k. Point to the Fall section of the chart.
l. Explain to students: "Fall is when the air turns cooler, and the fields dry out. Fall is harvest time. Farmers drive big machines through the fields to bring in the crops."
m. Ask students:
    - "Which describing words tell about fall weather?" (cool, dry)
    - "What job do farmers do at harvest time?" (bring in the crops)
    - "Ranchers get their animals ready for the cold that is coming. What does an animal need before winter?" (more food, a warm place to go)
n. Write the Fall entries under the Fall label as students answer, one entry per line: cool, dry / harvests the crops / gets animals ready for winter. Read each entry aloud after you write it.
o. Point to the Winter section of the chart.
p. Explain to students: "Winter is the coldest season. Nothing is growing in the field. Winter is when farmers fix their equipment so it is ready for spring. Grass does not grow in winter, so animals cannot find their own food."
q. Ask students:
    - "Which describing word tells about winter weather?" (cold)
    - "Who remembers what we fixed when we were farm mechanics?" (a tractor, a wagon, a wheel, a pin)
    - "If the grass is not growing, what does a rancher have to do every single day?" (feed the animals and give them shelter from the cold)
r. Write the Winter entries under the Winter label as students answer, one entry per line: cold / fixes equipment / feeds animals and gives them shelter. Read each entry aloud after you write it.

s. Ask students:
    - "Does a farmer do the same job all year long?" (no)
    - "Why does the job change?" (because the weather changes)

    (Note: If students suggest a different job or describing word that fits the season, write it on the chart instead. Leave both charts posted for the rest of the lesson. Students will use them for their season wheel and their writing.)

5. Introducing the Season Wheel
    a. Keep students on the carpet. Pick up the teacher sample plates and the brad. Do not hand out any materials yet.
    b. Hold up the sample season plate so all students can see it.
    c. Explain to students: "Next, you are going to make a season wheel. This is your season plate. It already has four sections, one for each season, and the season names are already written on it."
    d. Point to each section and read its name with students.
    e. Explain to students: "In each section you will draw two things."
        - "First, what the weather is like."
        - "Second, one job someone does on the farm in that season."
    f. Point to the Spring section of the Seasons on the Farm chart.
    g. Ask students: "Who can tell me what our chart says about the weather in spring?" (warm, wet)
    h. Think aloud: "Wet. So I am going to draw rain." (Draw rain in the Spring section of the sample season plate while students watch.)
    i. Ask students: "Who can tell me one spring job from our chart?" (plants seeds, baby animals are born)
    j. Think aloud: "Plants seeds. I am going to draw a seed going into the ground." (Draw a seed going into the ground in the Spring section.)
    k. Ask students:
        - "What could you draw for summer? Look at our chart." (the hot sun, pulling weeds, water and shade for animals)
        - "What job will you pick for summer?"
    l. Explain to students: "Everything you need is on our chart. If you forget, look up here."
    m. Hold up the sample window plate and point to the two drawn lines.
    n. Explain to students: "This is your window plate."
        - "You will cut on the lines, starting at the outside edge."
        - "Cut all the way to the middle."
        - "Then the piece comes out, and that makes a window."
    o. Cut slowly on the two lines while students watch, keeping the scissors on the line.
    p. Place the window plate on top of the season plate, line up the two center holes, push the brad through both holes, and fold the two prongs flat against the back.
    q. Turn the top plate so the window shows one season at a time.
    r. Ask students: "What do you see in my window now? What season is that?"
    s. Explain to students: "Here are your steps." Hold up one finger for each step:
        - "One, draw your four seasons."
        - "Two, cut on the two lines."
        - "Three, put your window plate on top."
        - "Four, push the brad through and fold it flat."
        - "Five, turn your wheel."

t. Ask one student to repeat the first step back to you before anyone moves to a table.

6. Making the Season Wheel
    a. Send students to their seats. Hand each student a season plate, a window plate, crayons or markers, and scissors. Keep the brads with you until students are ready to assemble their wheels.
    b. Explain to students: "Start by drawing the weather and one farm job in each of your four sections. Look at our chart if you need help."
    c. Students draw the weather and one farm job in each of the four sections.
    d. Circulate and support:
        - Prompt for weather: "What is the weather like in that season? Which describing word fits?"
        - Prompt for the job: "What is one job someone does on the farm during that season? Let's check our chart."
        - Prompt for the connection: "Why would a farmer do that job in that season and not a different one?"
    e. When a student finishes all four sections, have that student cut on the two lines of the window plate.
    f. Give that student one brad.
    g. Help each student stack the plates, line up the center holes, push the brad through, and fold the prongs flat.
    h. Have each student turn their wheel to Spring, then Summer, then Fall, then Winter, pointing to the farm job they drew in each one.
    i. Collect the scissors. Have students set their finished wheels in the top corner of their desks.
    (Note: Keep each section to one weather idea and one farm job. For students who need more support, let them finish two sections now and the others later. Students ready for more can add a second job to one section.)

7. Shared Writing: My Season and Its Weather
    a. Have students leave their wheels on their desks and come back to the carpet where they can all see the sample recording sheet, the Word Bank, and both charts.
    b. Explain to students: "Today you will write to teach someone about one season on the farm. Your writing will have three parts."
        - "First, you tell what season you are writing about."
        - "Next, you tell facts about the weather and the farmer's job."
        - "Last, you write an ending."
    c. Explain to students: "I am going to fill out my sheet first. Watch closely, because you will do the same thing next."
    d. Point to the name line and write your name on it.
    e. Point to the words Circle one and read the four seasons aloud while pointing to each word: "Spring. Summer. Fall. Winter."
    f. Think aloud: "I get to pick one season to write about. I am going to write about spring, so I draw a circle around the word Spring." (Circle Spring.)
    g. Point to question 1 and read it aloud while pointing to each word: "What is the weather like?"
    h. Point to the Spring section of the Seasons on the Farm chart.
    i. Ask students: "Who can tell me what our chart says about the weather in spring?" (warm, wet)

j. Point to the first sentence frame and read it aloud while pointing to each word: "In _____, the weather is _____."
k. Think aloud: "My first blank is my season. I circled Spring at the top of my sheet, so I copy it letter by letter." (Write Spring in the first blank.)
l. Think aloud: "My second blank tells what the weather is like. I need a describing word. Our chart says spring is wet. Wet is a word I can finger stretch. I make a fist."
    - "I say the word slowly. Wet."
    - "/w/" (Put up first finger.)
    - "/e/" (Put up second finger.)
    - "/t/" (Put up third finger.)
m. Think aloud: "Three fingers means three sounds, so I write three letters."
    - "/w/ is w." (Point to your first finger and write w in the second blank.)
    - "/e/ is e." (Point to your second finger and write e.)
    - "/t/ is t." (Point to your third finger and write t.)
n. Think aloud: "Now I read my whole sentence. In Spring, the weather is wet. Wet is my describing word. It tells my reader what spring weather is like."

8. Shared Writing: The Farmer's Job and My Ending
    a. Keep students on the carpet. Point to question 2 and read it aloud while pointing to each word: "What does the farmer do?"
    b. Ask students: "Who can tell me what our chart says a farmer does in spring?" (plants seeds, helps baby animals get born)
    c. Point to the second sentence frame and read it aloud while pointing to each word: "The farmer _____."
    d. Think aloud: "The farmer plants seeds, so plants seeds goes in the blank. Plants is a word I can finger stretch. I make a fist."
        - "I say the word slowly. Plants."
        - "/p/" (Put up first finger.)
        - "/l/" (Put up second finger.)
        - "/a/" (Put up third finger.)
        - "/n/" (Put up fourth finger.)
        - "/t/" (Put up fifth finger.)
        - "/s/" (Put up your thumb on your other hand.)
    e. Think aloud: "Six sounds, so I write six letters."
        - "/p/ is p." (Write p in the blank.)
        - "/l/ is l." (Write l.)
        - "/a/ is a." (Write a.)
        - "/n/ is n." (Write n.)
        - "/t/ is t." (Write t.)
        - "/s/ is s." (Write s.)
    f. Think aloud: "Now I finger stretch seeds. I make a fist."
        - "/s/" (Put up first finger.)
        - "/ē/" (Put up second finger.)
        - "/d/" (Put up third finger.)
        - "/z/" (Put up fourth finger.)
    g. Think aloud: "Four sounds. /s/ is s. The long /ē/ sound in the middle is spelled with two e's, like in see. /d/ is d. At the end I hear /z/, but when a word means more than one, the ending is spelled with an s." (Write s, ee, d, s.) "Now I read my whole sentence. The farmer plants seeds."

h. Point to part 3 and read the sentence frame aloud while pointing to each word: "_____ is a busy time on the farm!"
i. Think aloud: "This is my ending. It wraps up my writing by telling my reader how I feel about my season. My season is spring, so I copy Spring from the top of my sheet." (Write Spring in the blank.) "Now I read my ending. Spring is a busy time on the farm!"
j. Point to the drawing space and draw rain falling on a field and a seed going into the ground while students watch.
k. Read all three sentences aloud, pointing to each word as you read: "In Spring, the weather is wet. The farmer plants seeds. Spring is a busy time on the farm!"
l. Point to the checklist. Read each line aloud and check each box on the sample sheet as you answer:
    - "I named my season. Yes, Spring." (Check the box.)
    - "I used a describing word for the weather. Yes, wet." (Check the box.)
    - "I told what the farmer does. Yes, the farmer plants seeds." (Check the box.)
    - "I wrote an ending. Yes, Spring is a busy time on the farm!" (Check the box.)
m. Point to the Word Bank.
n. Explain to students: "If you pick fall, you might want the word harvest. Harvest is hard to sound out, so it is in our Word Bank with a picture. Use the Word Bank only for words like these. Finger stretch everything else."

9. Independent Writing: Four Seasons on the Farm
    a. Leave the sample recording sheet, the Word Bank, and both charts posted where all students can see them from their seats.
    b. Explain to students: "Now it is your turn. Here is what you will do."
        - "Write your name at the top."
        - "Circle one season."
        - "Answer each question by finishing the sentence frame. Use a describing word for the weather."
        - "Finger stretch your words. Use the Word Bank only for tricky words."
        - "Draw the farm in your season."
        - "Check your work with the checklist at the bottom."
    c. Send students to their seats. Hand each student a recording sheet, a pencil, and crayons.
    d. Circulate and support:
        - Prompt for recall: "Look at our Seasons on the Farm chart. What is the weather like in your season? What does the farmer do?"
        - Prompt for describing words: "Which word on our Describing Words chart tells what your season's weather is like?"
        - Prompt for spelling: "Let's finger stretch that word. Make a fist. Say the word slowly. Put up a finger for each sound. Now write one letter for each finger."
        - Prompt for the ending: "Which season did you circle? Copy it into your ending."
    e. When students finish, have them read their writing aloud to a neighbor or to you. (Note: Accept phonetic spellings such as sedz for seeds, ran for rain, or sno for snow. Writing a letter for each sound is exactly what W.1.11.e asks for. For students who need more support, let them point to their season on the chart and say each sentence aloud

before writing, or cover all but one frame with a sticky note. For students ready for more, challenge them to add a describing word to the farmer's job, such as The farmer plants small seeds.)

10. Closing Discussion and Kansas Connection
    a. Have students bring their season wheels and completed recording sheets to the carpet.
    b. Choose three or four students who wrote about different seasons. Invite them, one at a time, to stand, turn their wheel to the season they wrote about, and read their writing aloud.
    c. Ask students:
        - "Why do farmers watch the weather? What reason did our author give us?" (storms can destroy everything they have grown)
        - "How is a farmer's job in winter different from a farmer's job in spring?" (spring is planting and baby animals, winter is fixing equipment and feeding animals)
        - "Which describing word would you use for summer? For winter?" (hot, cold)
    d. Point to the Seasons on the Farm chart.
    e. Explain to students: "This is the end of our *Jobs Farmers Do* unit. We learned about all the jobs farmers do to care for their land, animals, equipment, and business. Today we learned one more thing. Those jobs change all year long, because the weather changes all year long."
    f. Kansas Connection:
    g. Explain to students: "Kansas farmers and ranchers are working in every single season. In spring, they plant their seeds and care for new baby animals. In summer, they pull weeds and make sure their animals have water and shade. In fall, they harvest. In winter, they fix their equipment and feed their animals every day. Whether you live on a farm, in a small town, a suburb, or a city, those farmers and ranchers are working all year long so there is food on your table."
    h. Ask students:
        - "What season are we in right now? What do you think a Kansas farmer or rancher is doing today?"
        - "What is one thing you could tell your family tonight about farmers and the weather?"
    i. Collect the recording sheets and the season wheels.

**Assessment:** Teacher observation during the final reread, the seasons chart, the season wheel, and independent writing provide ongoing evidence of student understanding. Watch for whether students identify the reason the author gives for why farmers watch the weather and connect that reason to the crops farmers grow. Note whether students describe how the weather and farm work change in each season and choose describing words that fit each season's weather. The completed Seasons on the Farm chart is the whole-class artifact. The season wheel and the Four Seasons on the Farm recording sheet are the individual artifacts. The recording sheet shows whether students named a season, used a describing word for the weather, gave a fact about the farmer's job, wrote an ending, and spelled untaught words phonetically.

**Supplemental Activities:** Display the finished season wheels alongside the recording sheets under a title such as "Farmers All Year Long!" Place the "What Jobs Do Farmers Do?" chart

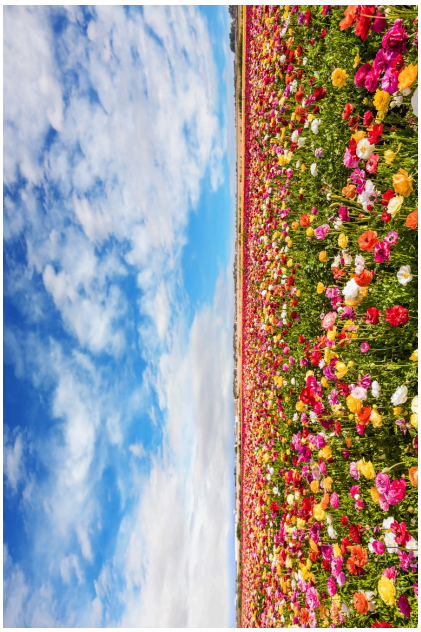
from Lesson 1 and the completed Seasons on the Farm chart beside them, so students can see how the jobs they named at the start of the unit spread across the whole year. Add work from the other lessons in this unit to the display as well. Add season, weather, and the six describing words to the word wall. For an extension, keep a class weather chart for a week and have students choose a describing word for each day's weather.

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**Teacher Preparation Instructions**

1. For each student, draw two lines on one paper plate, from the outside edge to the center, forming a triangular window. Students will cut along these lines.
2. For each student, divide a second paper plate into four equal sections and label them Spring, Summer, Fall, and Winter.
3. Punch a small hole in the center of both plates for every student, so students only push the brad through and fold the prongs.
4. Prepare one teacher sample set: a season plate with the four sections drawn and labeled but no pictures yet, a window plate with the two cut lines drawn, and one brad. Draw the Spring section during the lesson.
5. Make the "Seasons on the Farm" chart with four blank sections labeled Spring, Summer, Fall, and Winter. Leave room under each label for three short entries.
6. Make the Describing Words chart with a simple picture beside each word: warm, hot, cool, cold, wet, and dry.
7. Prepare one enlarged copy of the Four Seasons on the Farm recording sheet, or set up a document camera, for modeling the sheet.
8. Print the Four Seasons on the Farm recording sheet, one per student.
9. Check that every student has scissors and that the lines on the plates are dark enough to cut on.

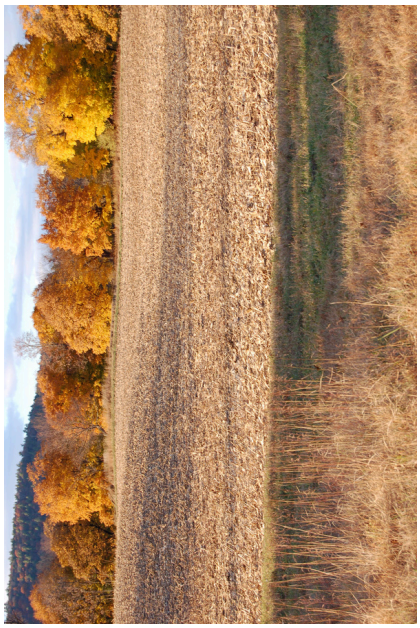
# Weather Words Picture Cards



Warm



Hot



Cool



Cold



Wet



Dry

# Word Bank



harvest



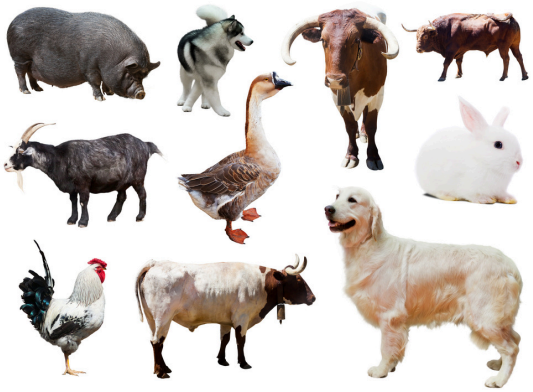
tractor



shelter



equipment



animals

Name:_____

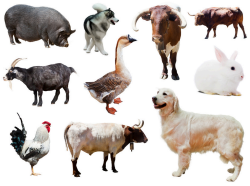
# Four Seasons on the Farm


harvest


tractor


shelter


equipment


animals

1. Circle one.

spring summer fall winter

2. What is the weather like?

In

the weather is

3. What does the farmer do?

The farmer

4. Finish the sentence.

is a busy time on the farm!

Name:_____

# Four Seasons on the Farm

5. Draw the farm in your season below.

- ☐ I named my season.
- ☐ I used a describing word for the weather.
- ☐ I told what the farmer does.
- ☐ I wrote an ending.