



TITLE	GRADE LEVEL	SUBJECT
WELCOME TO THE FARM!	PRE-K - 2	POST-FIELD TRIP

OVERVIEW AND OBJECTIVES	<ul style="list-style-type: none"> • Students will be able to orally discuss facts learn while on their Farm Field trip. • Students will be able to comprehend a text read aloud and be able to complete a journal response in writing.
VOCABULARY & MATERIALS	<p>Vocabulary: Farm, Farmer, Tractor, Cow, Milk, Dairy, Cheese, Ice Cream</p> <p>Materials: "Decorate a Cow" Worksheet Click, Clack, Moo Cows that Type By Doreen Cronin "Dear Farmer Brown" Worksheet Modified Worksheets Pencils and Crayons</p>
BACKGROUND INFORMATION	Prior to field trip, review safety practices and field trip behavior.
DEVELOPMENT AND ACTIVITIES	<ol style="list-style-type: none"> 1. Give students the "Decorate a Cow" worksheet. Have them decorate their cow and then list 3 things they learned about cows or milk during their field trip. *Modification – for younger students, give them a blank piece of paper and ask them to draw their own cow and not list the facts. 2. Share together as a class the facts and come up with others. 3. Read aloud to the class, Click, Clack, Moo Cows that Type by Doreen Cronin to the class. 4. Have students complete the "Dear Farmer Brown" Journal Response. *Modification – Two versions of the journal response. *Modification – "Cows Give Us Milk."
SUMMARY	Students will learn the importance of milk and where it comes from. Students will also learn basic facts about milk, cows, and dairy products and how this is all important for us.

<p>STANDARDS ADDRESSED</p>	<p>PreK-12 Standard 3 Nutrition Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.</p> <p>Nutrition 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows</p> <p>PreK-ESS3-1(MA). Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.</p> <p>2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.</p> <p>Clarification Statement:</p> <ul style="list-style-type: none"> • Animals need food, water, air, shelter, and favorable temperature; plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to disperse seeds.
<p>WORKSHEETS (Attach)</p>	<p>"Decorate a Cow" Worksheet</p> <p>"Dear Farmer Brown" Worksheet (Two versions)</p> <p>"Cows Give Us Milk" Worksheet</p>

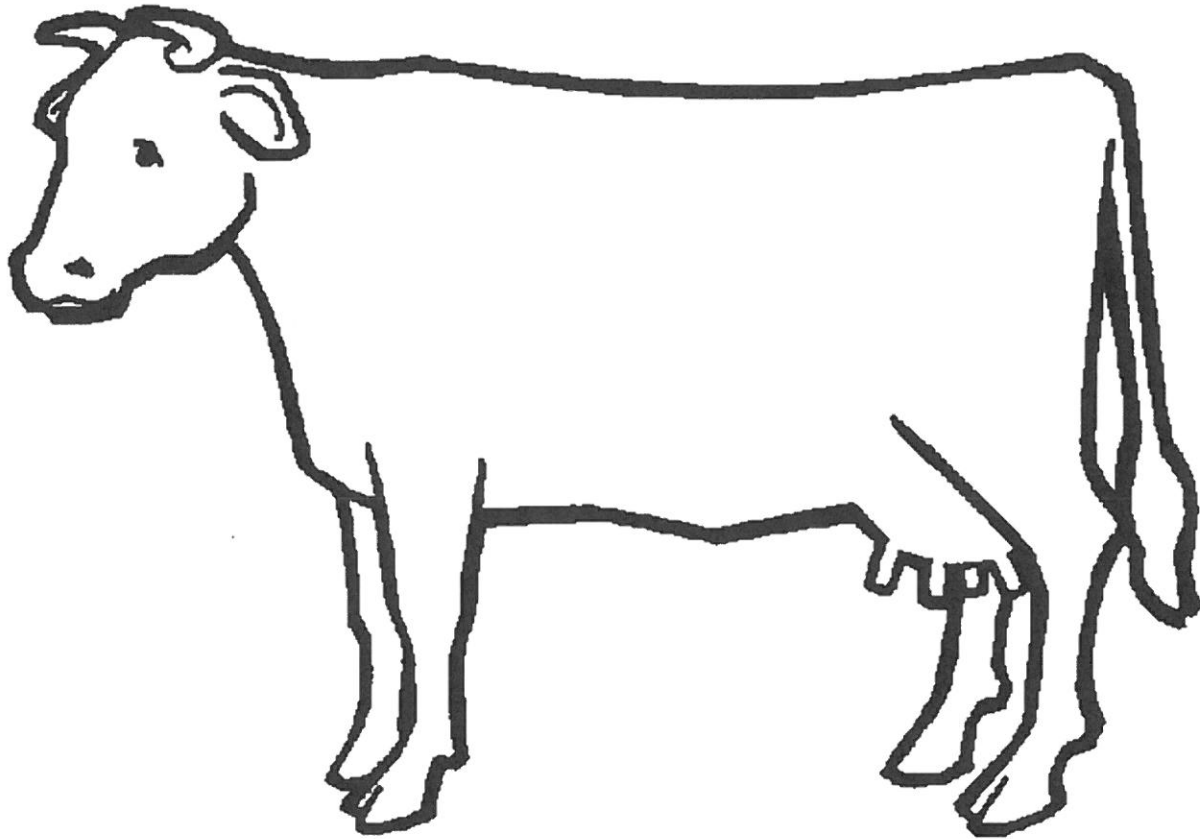
Kate O'Brien M.Ed.

Name: _____

Date: _____

Decorate A Cow

Decorate your cow. You might like to draw your favorite dairy meal in the cow's stomach. Then, list 3 facts you know about cows or milk.



1. _____

2. _____

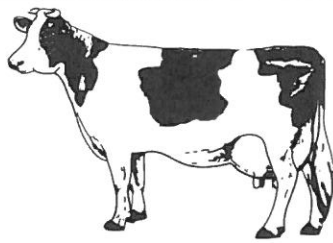
3. _____

Name: _____

Date: _____

Click Clack Moo

Write a thank you letter to Farmer Brown from the cows. What could they say to show their appreciation for the blankets?



CLICK

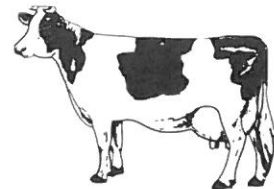
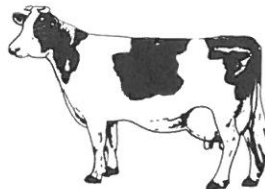
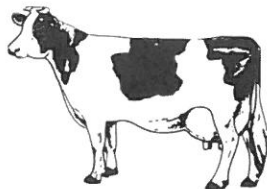
CLACK

MOO

Dear Farmer Brown,

Sincerely,

The Cows



Name: _____

Date: _____

Click Clack Moo

Use the word bank below to fill in the blanks in the letter.

Dear _____ Brown,

The _____ is very cold at _____.

We'd like some electric _____.

_____ ,

The Cows

Night

Hens

Electric

Farmer

Sincerely

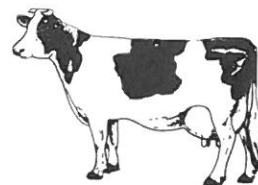
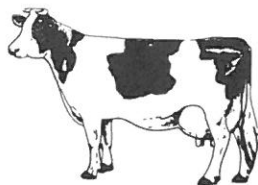
Barn

Demand

Cows

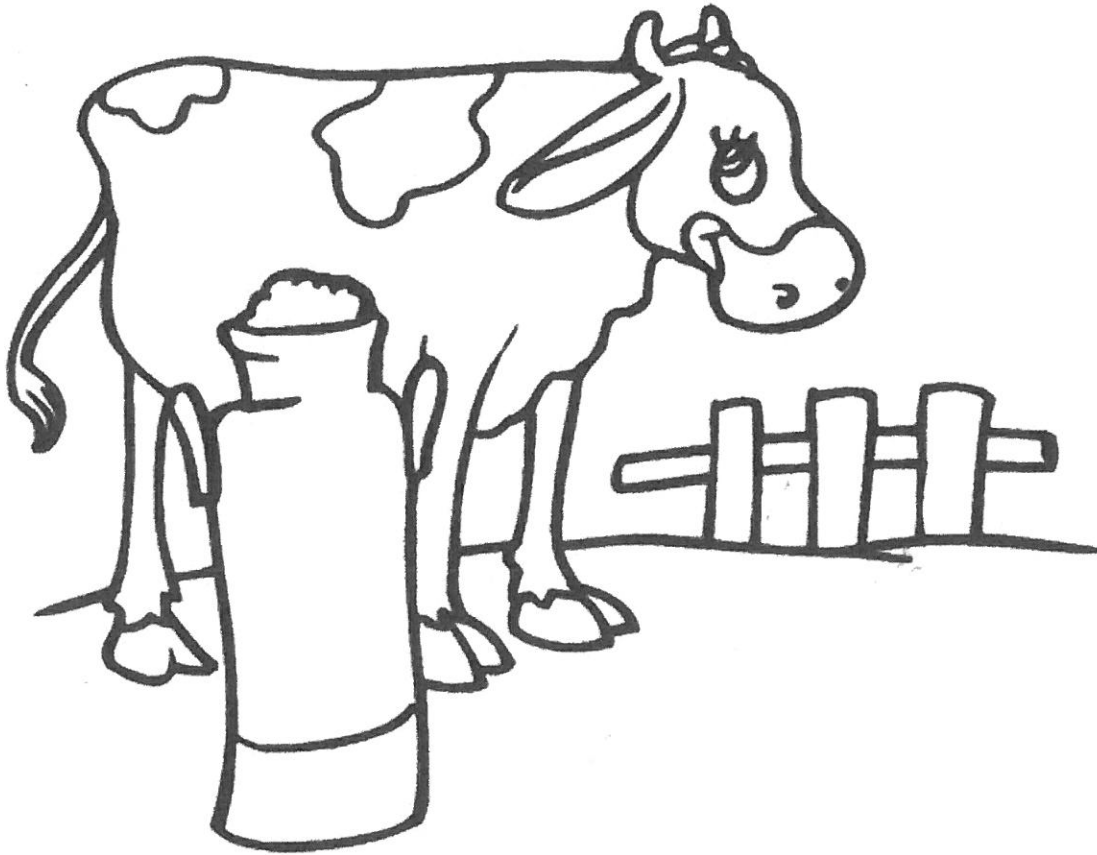
Blankets

Eggs



Name: _____

Date: _____



Cows give us milk.