



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

OVERVIEW AND OBJECTIVES	<ul style="list-style-type: none"> Students will be able to orally discuss food items that come from a cow. Students will be able to orally discuss animals found on a farm.
VOCABULARY & MATERIALS	<p>Vocabulary: Farm, Farmer, Tractor, Cow, Milk, Dairy, Cheese, Ice Cream</p> <p>Materials: "Drink Milk Everyday" Worksheet Bring Red Barn By Margaret Wise Brown "At the Farm I Will See" Worksheet Pencils or Crayons</p>
BACKGROUND INFORMATION	Prior to field trip, review safety practices and field trip behavior.
DEVELOPMENT AND ACTIVITIES	<ol style="list-style-type: none"> Ask students and have a class discussion about the following questions. – How many people drink milk every day? Eat yogurt? Eat ice cream? Do you know where milk comes from? On the overhead (or document camera) project the "Drink Milk Everyday" worksheet. Have students complete it together as a class. Read aloud Big Red Barn By Margaret Wise Brown to the class. Discuss the different animals (cow, sheep etc) and buildings (barn) you would see at a Farm. Have students complete each complete the "At the Farm I will see" worksheet.
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.
STANDARDS ADDRESSED	<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>"Drink Milk Everyday" Worksheet</p> <p>"At the Farm I Will See" Worksheet</p>

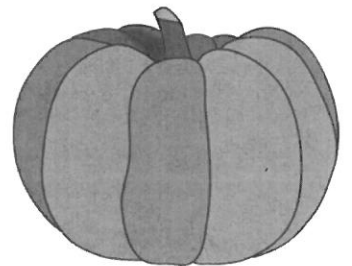
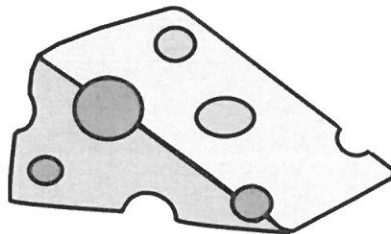
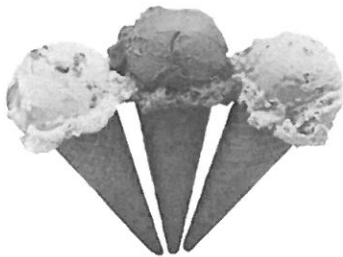
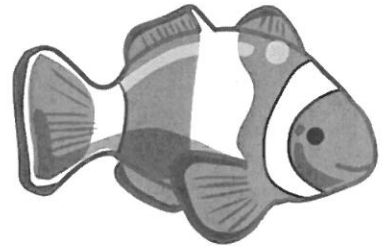
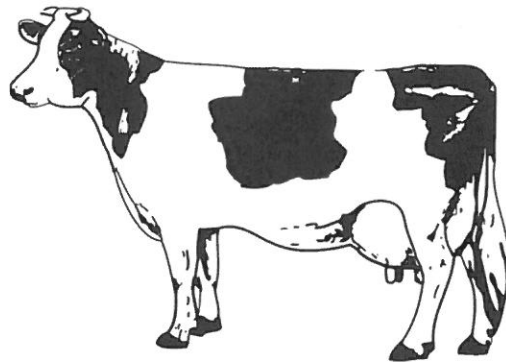
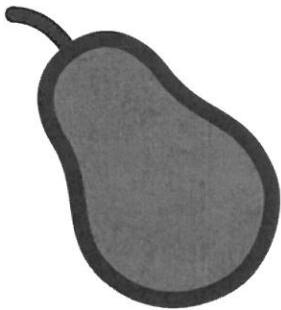
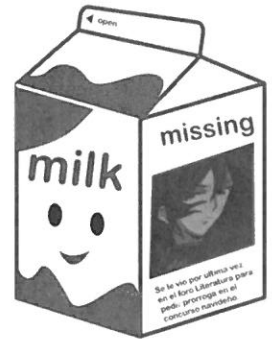
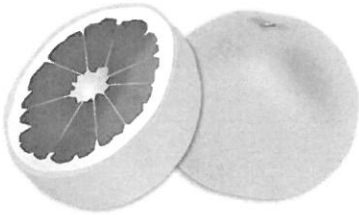
Kate O'Brien M.Ed.

Name: _____

Date: _____

Drink Milk Everyday

Draw a line from the cow to foods that belong in the MILK group.

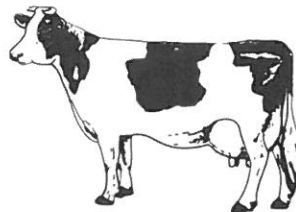
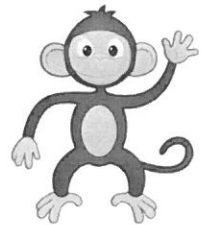
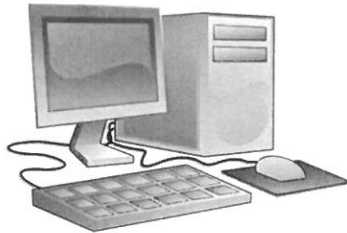
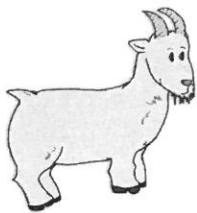
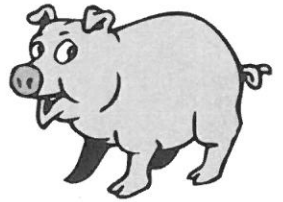
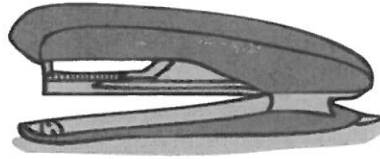


Name: _____

Date: _____

At the Farm I will see:

Circle all of the images that you will see at the Farm.



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