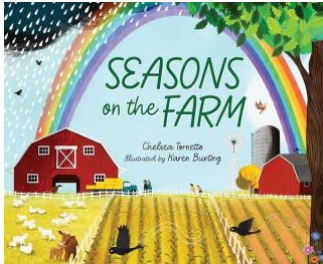


# Seasons on a Beef Farm



**Time:**  
40 minutes

## Learn More:

This experience was adapted from the National Center for Agricultural Literacy's lesson *Four Seasons on a Farm*.

Explore related lessons, view vocabulary, videos, and additional book titles by using the QR code or visiting [agclassroom.org/ny](http://agclassroom.org/ny).



Agricultural Literacy Week 2026 celebrates the changing seasons on New York farms and the important role farmers play in caring for plants and animals year-round. Beef cattle are raised across New York where farmers work with the seasons to provide food, shelter, and care as cattle grow from calves into mature animals. In the book *Seasons on the Farm*, students explore how farm life changes throughout the year. This activity uses beef cattle production and the beef lifecycle as an example to show how seasons impact farming, while allowing presenters to share information about other animals or crops that are important to their own farms and communities.

- Introduce yourself and your connection to agriculture. Read the book *Seasons on the Farm*. (15 minutes)
- After reading the book, transition into the below activity.

## Materials

- 1 circle per student with labeled seasons
- 1 circle per student with "Four Seasons on a Farm" title
- 1 brad per student
- Crayons, markers, or colored pencils (not provided)

## Activity Procedures

### Interest Approach (5 minutes)

1. Ask students, "In the book we read about many things happening on a farm during each season. Who remembers farm animals we saw in the book?"
2. Guiding them to focus on cattle, say "Today we are going to learn about beef cattle – how they grow through the year and how farmers take care of them each season".

### Seasons on a Beef Farm Activity (15 minutes)

1. Lead a whole-group discussion and introduce each season one at a time and ask students to share their ideas.
  - **Spring:** "What happens to many cows (mothers) in spring?" (calves are born)
  - **Summer:** "What do cattle do all day in summer?" (graze/eat grass and grow)
  - **Autumn:** "How do farmers get cattle ready for winter?" (check health, ensure they have feed and shelter)
  - **Winter:** "What do cattle eat when the grass is covered in snow?" (hay)
2. Reinforce the correct responses and connect the student ideas back to scenes from *Seasons on the Farm*.
3. Provide each student the circle with the labeled seasons.
4. Ask the students to draw pictures of beef cattle and farm scenes for each season, starting with the section labeled spring, then summer, autumn, and finally winter.
  - If they have trouble drawing the scene, provide prompts such as:
  - **Spring:** Newborn calves with their mothers.
  - **Summer:** Cattle grazing in pastures.
  - **Autumn:** Hay being stored for winter.
  - **Winter:** Cattle eating hay, in a barn or in a shelter.
5. Give each student the second circle that says, "Four Seasons on a Farm". With the brad fastener, poke a hole through the center dot on each circle.
6. Stack the "Four Seasons on a Farm" circle on top of the circle with the student's drawings and insert and secure the brad. The wheel can turn showing each season.

*Continued, next page.*



# Extension Activities

## Activity Procedures, continued:

### Conclusion (3 minutes)

Ask the students:

- Do beef cattle live on farms all year long? (Yes. Beef cattle live on farms year-round and stay there through all four seasons.)
- What do farmers do to help beef cattle grow and stay healthy? (Farmers give cattle food, water, shelter, and care. They check on their cattle every day to make sure they are healthy.)
- How do the seasons affect what farmers do on a beef farm? (Seasons change the weather and types of food available, so farmers adjust how they care for cattle in the spring, summer, autumn, and winter.)

### Variations and Extensions

- Have the students share their wheels in small groups.
- Ask them to describe one thing they think is most important for beef cattle in each season.
- Choose another animal or agricultural product from the book *Seasons on the Farm* and have students complete the same activity.
- For older grades, ask the students to write a descriptive text to pair with their illustration for each season.

### Extended the Learning

Follow the QR code on the front of this guide to visit our resource of additional learning tools that include:

- Virtual field trips to New York beef farms.
- A Livestock Flow Chart that describes the processes of how an animal grows, how it gets from the farm to the store, and what products are produced from that animal.
- The Livestock Production e-Magazine that answers four questions about livestock:
  - What natural resources are required to raise livestock?
  - What do modern livestock farms look like?
  - How does livestock production impact the environment?
  - What do livestock contribute to our society?
- A few of our favorite books:
  - *The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin* by Julia Finley Mosca
  - *Little Joe* by Sandra Neil Wallace

### Special Thanks

We would like to extend a special thanks to our partners at the New York Beef Council and the New York Beef Producers Association for partnership and support of New York Agriculture in the Classroom. We appreciate the beef producers across the state who open their farms and work alongside us to help students understand how beef is raised in New York.



Funded by Beef Farmers and Ranchers



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Visit our website to apply for a scholarship to attend the National Agriculture in the Classroom Conference, classroom grants, sign up for future Virtual Field Trips.



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