



Teaching Plan- Level Three

Group Discussions and Activities

1. What is a farm? There are many types of farms, can you name some? Large industrial farms, family farms, hobby farms, ranches, Orchards, Christmas tree farms, vineyards, exotic animal farms (example llamas, ostrich and emu), nurseries, turf-grass sod, fruit farms, wheat farms, dairy farms...

These are all farms that we can find right here in British Columbia and across Canada. Divide into groups and have each group draw a country out of a hat (taking one from each continent). Have the students research the agriculture of that country and prepare and present their findings. (can include pictures, crafts, videos, graphs, snacks, etc.)

2. Talk about all the foods that we get from a farm. Write the titles on the board for the 4 main food groups and, with the students help, write lists of food we get from the farm under each heading.

Why should we eat a variety of foods? What would happen if we ate only one food all the time? Divide into groups and have each research and present a food group and what it does for our bodies. (Using pictures, videos, crafts, etc. and including a snack for the class that represents their food group)

Have each students create a one day meal plan (plus 2 snacks), using words and pictures or drawings to illustrate their choices.

3. Contact 4-H or a similar organization in your area to arrange a presentation at your school. Agriculture offices often provide speakers to local schools to increase awareness of the role of farms and farm workers. Speakers describe what happens on different types of farms, what skills are required of the workers, and what the process is for getting farm products to your grocery store or table. Programs such as 4-H offer kid's opportunities to get involved with agriculture and animal husbandry activities. Check with the organizations to see if creating a 4-H in your school is a possibility.

Discuss in class the types of jobs people do on a farm (reminding them of the many types of farms will help them with ideas). Discuss other jobs relating to farming where you don't necessarily have to live on a farm.

What job do you think you would like to do? Why? What job would you not want to do? Why?



Choose a job on the farm and write a short story about a day on the farm for the person doing that job.

4. Although food and oxygen are the most important things we get from plants, we get many other things from them as well. Things we use every day and are all around us.

Brainstorm giving clues if needed. (cloth, paper, soap, toothpicks, medicine...)

Wood from trees is one of the most useful natural resources we have. What is made of wood, in this classroom, at home...

The cotton plant is used to make clothing and many other things, like towels, bed sheets, carpets, furniture...

Rubber also comes from trees. It is made from a milky white juice which some trees and plants have instead of sap. This liquid, called latex, can be found in the roots, stems, branches, bark, leaves, and fruit of over 400 different plants. Most latex, however, comes from the inner bark of the rubber tree. What do we use every day that is made of rubber? (tires, elastics, drain stoppers, boots...)

Activities – make wool into yarn, make paper.



Language

Spelling – feather, chicken, udder, herd, cattle, tractor, calf, pasture, rooster, horse, duckling

Vocabulary words – cultivate, harvest, wattle, poultry, mash, cud, manure, harrow, bushel, orchard, agriculture

Change each root word by adding the suffixes, s, ed, and ing. Choose 5 words to make into complete sentences. Farm, plow, plant, graze, bale, spray, clean

Find and write the root word: Harvesting, raked, horses, building, ponds, milked, harrowing, scratched, trucks

Put words in alphabet order using the first 3 letters: sheep, machine, spade, garden, manure, gate, gander, shed

Compound word – putting together 2 small words to make a larger word.

Make compound words from the 2 lists below:

Pig	fork
Hay	yard
Farm	back
Cow	pen
Pop	loft
Hen	mill
Horse	house
Wind	shoes

Use 2 of the compound words in a complete sentence.

Have each child choose a chapter book below to read and write a book report.
Or, choose one book for the entire class and prepare comprehension and discussion questions.

Charlotte's Web by E.B. White

Farmer Boy Days by Laura Ingalls Wilder

Everything But the Horse: A Childhood Memory by Hollie Hobbie

Up We Grow! A Year In The Life of a Local Farm by Deborah Hodge

Babe by Dick King Smith

Math

Word problems

There are 4 hens in the chicken coop when Bob goes to gather eggs in the morning. The first hen has laid 3 eggs, the second hen 2 eggs, the third hen 0 eggs, the fourth 4 eggs. How many eggs did Bob collect?



On the way to the farmhouse, Bob was surprised by the rooster crowing and dropped and broke 2 eggs. His mother cooked 3 eggs for breakfast and baked one in a cake. How many of Bob's eggs are left?

The family is having a big barbeque. They go to the field to get corn on the cob. Emily picks 19 ears of corn, Bob picks 27 ears of corn and Millie picks 31 ears. How many ears of corn do they have for their barbeque?

When they arrive at the house to cook the corn, they discover that 12 ears of corn have gone bad. After the corn is cooked, Bob is so hungry that he cannot wait for the barbeque and he eats 4 ears of corn and Emily eats 2. How much corn is left for the barbeque?

Graphs

Make a simple bar graph. The farm has an orchard. Last year Bob sold 10 bushels of apples, 6 bushels of pears, 12 bushels of peaches and 8 bushels of plums.

Make a simple line graph. Bob's best orchard crop is apples. This year his trees produced 2 bushels of apples in June, 3 in July, 6 in August, 10 in September, 6 in October and none in November.

Science

Making paper (also art) out of scraps is easy to do and can reinforce the importance of recycling. Be creative and experiment with many materials such as dried leaves and flowers.

Plant a school garden.

Art

Wool spinning – Spin wool, dye it and make into bracelets.

Bean and seed mosaics.

Food art - show examples of food art to inspire the students. Have them plan and create their own work of art.

Simply go to Google Search-Images for: images of food art

Book List

From Grain to Bread by Ali Mitgutsch

Potatoes on the Farm by P. Heeks

Wheat on the Farm by P. Heeks



Farms and Farming by L. Bolwell
Farming by A. Barfield
Joel – Growing Up a Farm Man by Patricia Demuth
Jobs on a Farm by Nancy Dickman
A Day in the Life of a Farmer by Heather Adamson

Fieldtrips

Bring a petting zoo to your classroom. Let the children experience the feel of the sheep's wool, see firsthand where their eggs and meat come from.

Tour a farmers' market to take in all the sights, smells, and tastes of fresh produce.

Tour a farm or visit a farm stand to take in all the sights, smells, and tastes of farm fresh foods. Ask the farmer to talk about the crops or livestock that he/she raises and how the food gets from the farm to us.

Arrange to tour the produce section of a local grocery store. Meet a store manager and have him/her highlight the produce and dairy sections. Sample something new and different as part of the tour.