



# Farm Connect-the-Dots

Pre K-K: Pre-trip Activity I

## PERFORMANCE GOALS:

Students practice basic math skills and get acquainted with some of the things they may see on their upcoming field trip.

## OBJECTIVES:

- Students will count to 10 or to 15
- Students will identify things found on a farm.

## NATIONAL STANDARDS:

NM-NUM.PK-2.1

Standard: Understand numbers, ways of representing numbers, relationships among numbers, and number systems. In pre-kindergarten through grades 2, all students should count with understanding and recognize "how many" in sets of objects; they should also develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.

NS.K-4.3 Life Science.

As a result of activities in grades K-4, all students should develop an understanding of: the characteristics of organisms, life cycles of organisms, and organisms and environments.

## PREPARATION:

Make enough copies of the following "Farm Connect-the-Dots" worksheet for each student in your class.

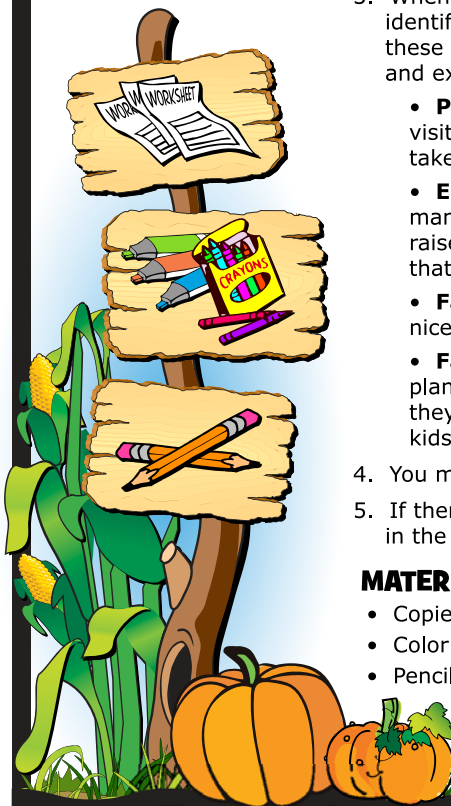
## ACTIVITY:

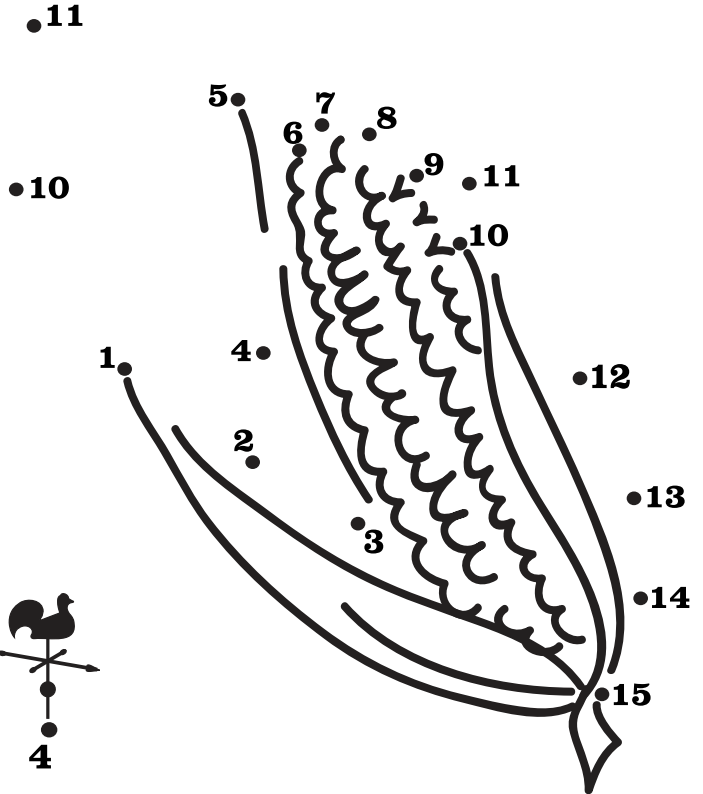
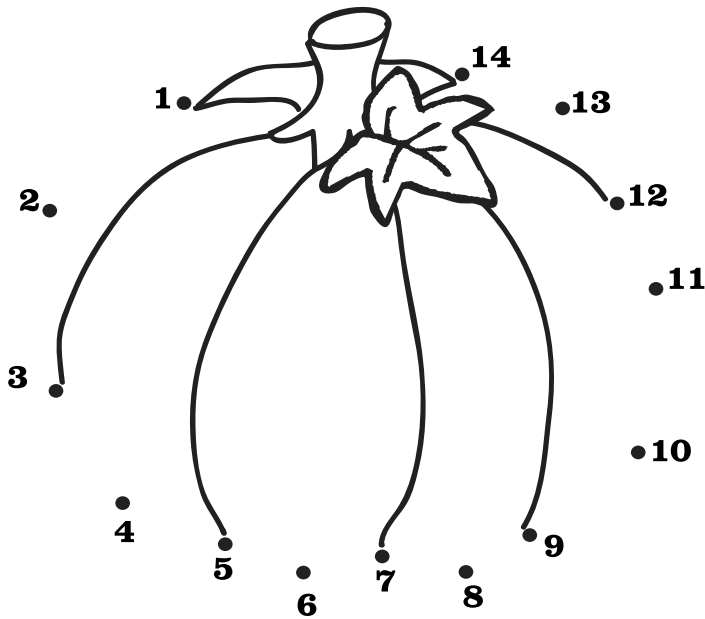
1. Hand out the "Farm Connect-the-Dots" worksheet and pencils to your students.
2. Instruct your students to draw a line between the numbers, going in order, until certain familiar figures emerge. They should then continue the process until the figures are completed. Help your students as necessary.
3. When your students have completed their worksheets, engage your class in a discussion identifying those items they will see on your upcoming field trip (if you won't see all these items on your field trip, focus on those items that your students will actually see and experience). For example you might say to them:
  - **Pumpkin** – What do you think a pumpkin needs to grow? The farm we will be visiting has a pumpkin patch and everyone may have a chance to choose a pumpkin to take home.
  - **Ear of Corn** – When we visit the farm, we will walk through a giant maze made of many, many ears of corn. Most corn mazes are made using field corn, which is usually raised to feed cattle. Field corn is different from sweet corn, which is the kind of corn that people eat. What do you think corn needs in order to grow?
  - **Farm Animal** – What do we call this animal? What do you think it needs to grow up nice and healthy? (Discuss its role on the farm)
  - **Farm Family** – A farmer is someone who works on a farm. He/she takes care of the plants and animals. He/she makes sure that the plants and animals have the things they need to grow. A lot of farms are run by farm families. Dad, Mom, and even the kids all help out. At the farm we visit, we may see and talk to farmers.
4. You may also want to read aloud from one of the books listed in the appendix.
5. If there is time, provide your students with color markers or crayons and let them color in the items on their "Farm Connect-the-Dots" worksheets.

## MATERIALS:

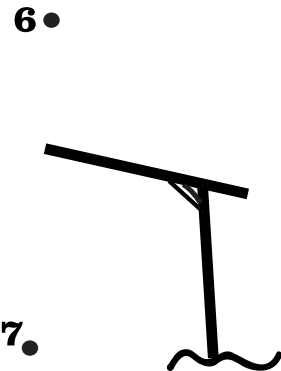
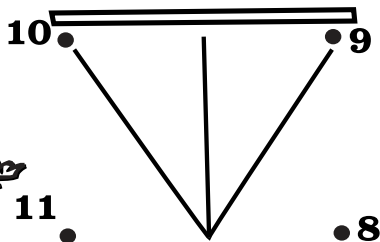
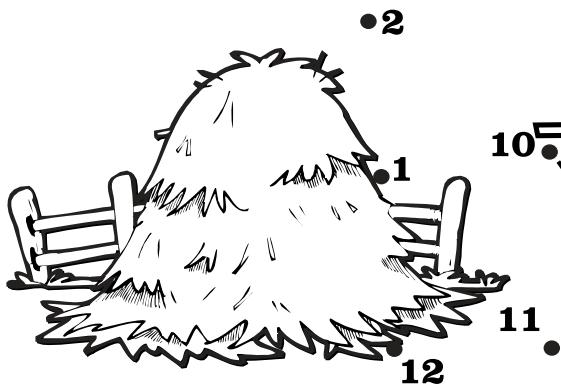
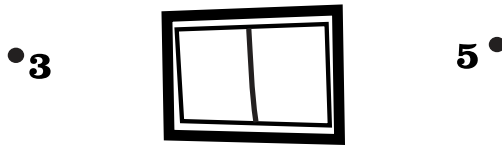
- Copies of worksheet (following page) printed on white paper -- for all in the class
- Color markers or crayons
- Pencils with erasers

## MATERIALS REQUIRED





**Things you may  
find on a farm**





# Corn and Pumpkin Seeds

Pre K-K: Pre-trip Activity II

## PERFORMANCE GOALS:

Students match mature corn and pumpkins with their seeds and get acquainted with some of the things they may see on their upcoming field trip.

## OBJECTIVES:

- Students will understand the life cycle of corn and uses of corn.
- Students will understand the life cycle of pumpkins and uses of pumpkins.

## NATIONAL STANDARD:

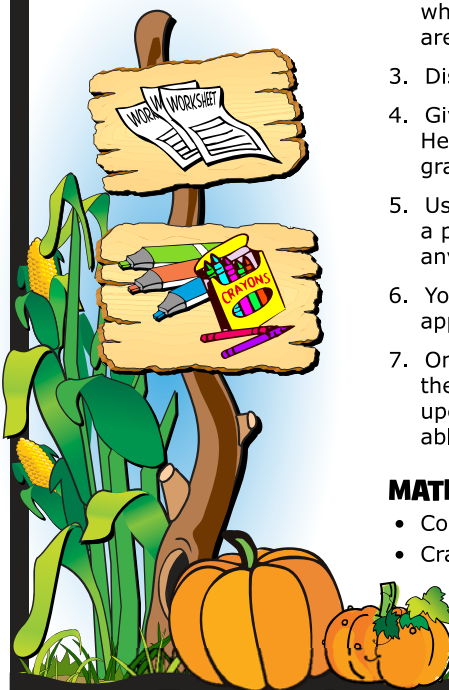
NS.K-4.3 Life Science

As a result of activities in grades K-4, all students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.

## PREPARATION:

1. This lesson assumes that your class will be learning about corn and pumpkins on their field trip. If they will only be learning about one of these crops, you may want to simplify the activity accordingly.
2. Bring in to class the following items: corn kernels, un-popped popcorn kernels, an ear of corn, popped popcorn, raw pumpkin seeds, toasted pumpkin seeds, and a pumpkin.
3. Display a bowl of the corn seed, a bowl of the un-popped popcorn, a bowl of the pumpkin seeds, an ear of corn, and a pumpkin on a table in your classroom
4. Make enough copies of the "Corn and Pumpkin Seeds" worksheet (following page) for all the students in your class.

## MATERIALS REQUIRED



## ACTIVITY:

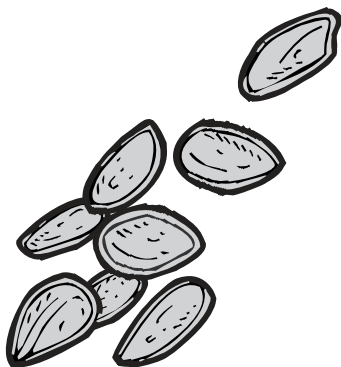
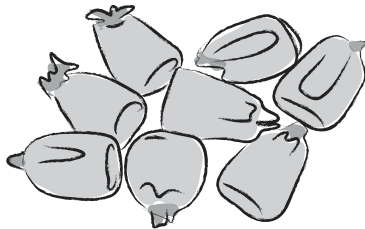
1. Have small groups of your students come up to the table where you have the corn and pumpkin items displayed. Give each group an opportunity to touch and examine the items.
2. After all your students have had an opportunity to examine the corn and pumpkin products, ask them which items they can identify. Help them identify any items with which they are not familiar. Clarify that corn seed and popcorn kernels look different and are used for different purposes.
3. Discuss with your class how plants grow from seeds.
4. Give each student a copy of the "Corn and Pumpkin Seeds" worksheet and a crayon. Help students match the pictures of the seeds with the pictures of the mature fruit and grain and products that come from corn and pumpkins.
5. Using the pictures on the worksheet or the actual objects from the display table, point to a plant or seed and ask your students "What can we do with this? Can we eat it? Is there anything else we can do with it? Repeat this process with each item.
6. You may also want to read your students one of the farm-related books listed in the appendix.
7. Once you and your students have identified some of the items that can be eaten, share the popped popcorn and toasted pumpkin seeds with your students and discuss your upcoming trip to the farm. Describe the corn maze and the pumpkin patch. If they will be able to pick out a pumpkin of their own, explain this as well.

## MATERIALS:

- Copies of worksheet (following page) copied on white paper
- Crayons and/or color markers paper

**INSTRUCTIONS:** Draw lines from the seeds in column one to the matching crop in column two and to the matching end products in column three

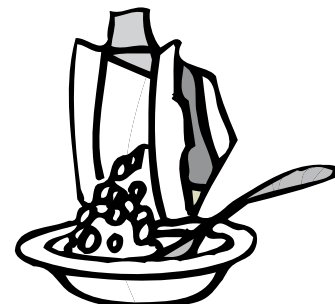
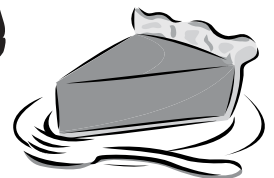
### LIFE CYCLE STAGE 1



### LIFE CYCLE STAGE 2



### END PRODUCTS



# Shape Up!

Pre K-K: Post-trip Activity I



## PERFORMANCE GOALS:

Students match common geometric shapes with objects and structures they saw on the farm during their field trip.

## OBJECTIVES:

- Students will learn to resize common geometric shapes.
- Students will become familiar with common geometric shapes as they occur in nature and in man-made structures within a farm environment.

## NATIONAL STANDARD:

NM-G.PK-2.4

Pre-K-2 Expectations:

In pre-kindergarten through grade 2 all students should create mental images of geometric shapes using spatial memory and spatial visualization; and recognize geometric shapes and structures in the environment and specify their location.

## PREPARATION:

1. Make enough copies of the "Shape Up!" worksheet (following page) for each student in your class.
2. Draw pictures of a circle, square, rectangle, and oval on the classroom's chalkboard or dry-erase board.

## ACTIVITY:

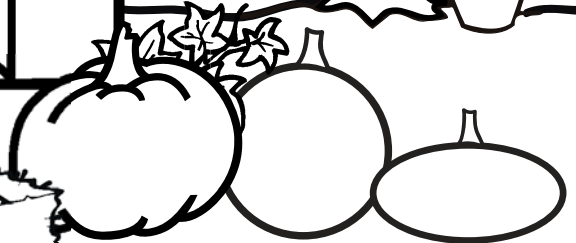
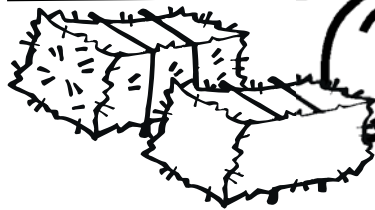
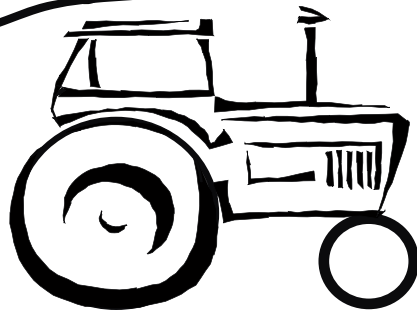
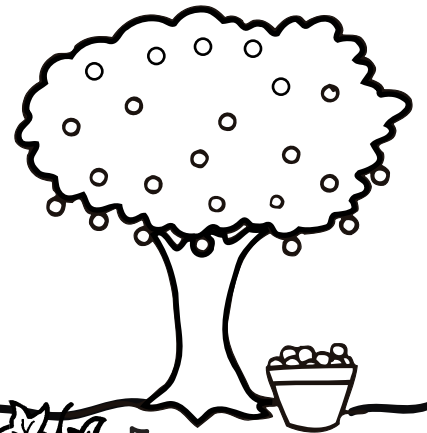
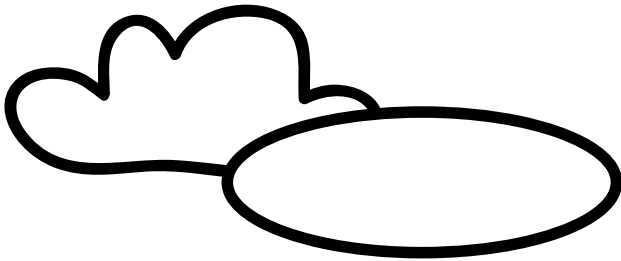
1. Point to each of the geometric shapes that you have previously drawn on the chalkboard or dry-erase board. As you point to each one, ask your students what this shape is called. Help your students identify any shapes they may not be able to recall.
2. Remind your students of the farm field trip from which your class has recently returned. Ask your students to name things they remember seeing on the field trip.
3. Hand out copies of the "Shape Up!" worksheet to each student and explain that these are pictures of some of the things they saw on their field trip.
4. Have the students look at the pictures on their worksheet and try to find items that are or include circles. The first student to find a circle can raise his/her hand and say "Shape Up!" Call on this student and have him/her identify the picture with the circle. If he/she is correct, have the rest of the students in the class draw a circle around the item with a crayon. Continue in this way until all the shapes have been identified. (You may want to ask your students to draw a square around the square shaped object, an oval around the oval shaped item, etc.)

## MATERIALS REQUIRED

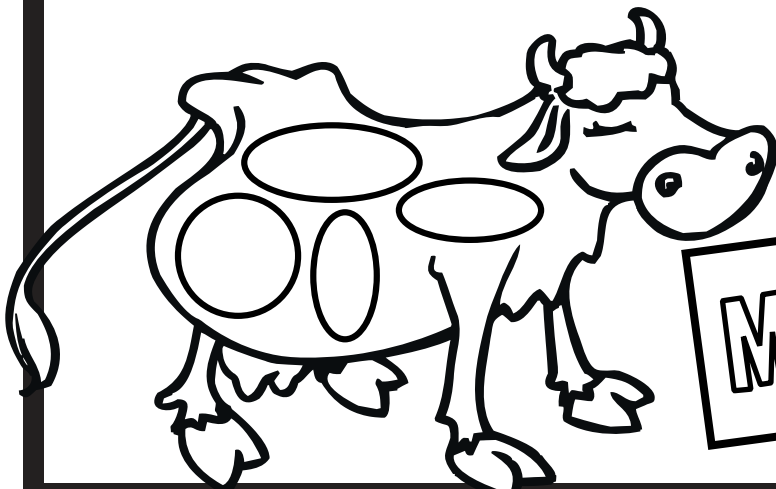


## MATERIALS:

- Copies of worksheet (following page) copied on white paper
- Crayons and/or color markers



On the farm!



MAZE



# Favorite Adventures From the Farm

Pre K-K: Post-trip Activity II



## PERFORMANCE GOALS:

After visiting the farm, students will recall their visit and share their favorite moments in writing.

## OBJECTIVES:

- Students will recall what they learned about corn, pumpkins, farm animals, and where our food comes from.
- Students will communicate what they've learned and what they enjoyed with the people who made their visit possible.

## NATIONAL STANDARD:

NL-ENG.K-12.5 Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

## PREPARATION:

1. Obtain the materials listed below.
2. During your farm field trip get the name of the farmer(s) who own(s) the farm and any employees who interact directly with your class, and the mailing address for the farm.

## ACTIVITY:

1. When you return to your classroom after your field trip (this may be the same day or the following school day), engage your students in a discussion about what they saw and learned. Ask them about their favorite moments and encourage them to elaborate.
2. As your students share their favorite moments and memories, write them on a piece of poster board or a sheet of chart paper.
3. When you have gotten a statement from each student, read the whole you letter to the class. Add the names of all your students at the bottom of the letter.
4. Alternately, you can write the individual messages on separate sheets of punched paper and tie them with string into a booklet.
5. Invite your students to add illustrations of their favorite farm elements or moments, or they can add any other artistic embellishments (see "Materials" list, below).
6. When the poster or booklet is completed, mail it to the farm as a special thank-you gift.

## MATERIALS:

- Poster paper or chart paper
- Crayons and/or color markers
- Art materials (construction paper, drawing paper, safety scissors, sticker shapes, adhesive stars, pipe cleaners, glitter, glue, hole punch, string, etc.)

## MATERIALS REQUIRED

