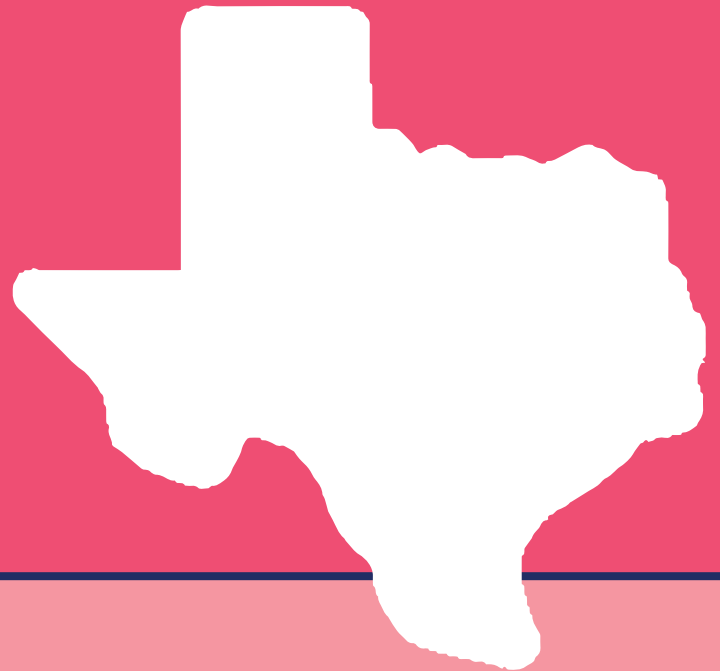




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

FARMS: FROM THE GROUND UP



KINDERGARTEN UNIT 5 | ACTIVITY BOOK

EDITION 1

Kindergarten

Unit 5

Farms:
From the Ground Up

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

NAME: _____

DATE: _____

1.1

Take-Home

Dear Family Member,

Are you familiar with the song “Old MacDonald Had a Farm”? If not, have your student teach it to you! During the next two weeks, your student will be learning about farms. The focus for the first several days will be farm animals, specifically cows, chickens, pigs, and sheep. Your student will learn the names of farm animals and the sounds these animals make. They will learn that farm animals need food, water, and space to live and grow, and will learn why farmers raise animals. Your student will understand that farmers work very hard to provide food for us.

Below are some suggestions for activities you may do at home to reinforce what your student has learned at school.

1. Search for Farm Pictures

Look through books or magazines for pictures of animals. First, ask your student if the animal lives on a farm or not. If the animal is a farm animal, ask your student if s/he can name the animal and make the sound that the animal makes. Also, talk with your student about what the farm animal needs—food, water, and shelter—and how the farmer provides these necessities.

2. Identify Foods from Farms

When you are grocery shopping, or preparing or eating a meal, talk with your student about the foods that came from a farm. Over the next few days, they will learn about dairy, beef, chicken, and pork products. (Note: You may want to explain to/remind your student that for different reasons, some people do not eat eggs, dairy, or meat.)

3. Draw a Farm

Have your student draw or paint a picture of a farm or one of the farm animals and then tell you about it. Again, ask questions to keep your student using the vocabulary they have learned.

4. Visit a Farm or Farmers’ Market

See if there is a farm in your community that you may visit with your student to learn more about farms. If not, a farmer’s market is another great option. Also, talk about any farms, barns, tractors, pastures, and farm animals that you might pass when you are traveling to various places.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has both fiction and nonfiction books about farms and farm animals that you may share with your student.

6. Sayings and Phrases: The Early Bird Gets the Worm

Your student will also learn the well-known saying, “the early bird gets the worm.” Farmers are certainly early birds. Ask your student if they can think of good things or rewards that come from being early. Find opportunities to use this saying when your student is or is not being the “early bird.”

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

PP.1

Activity Page

Recording Sheet for Recitation of “Old MacDonald Had a Farm” Assessment

Note: You will want to find a time for each student to to recite “Old MacDonald Had a Farm” for you or the class. Use this recording sheet to document this assessment.

Student's Name _____

Date _____

Scoring:

10 Recited entire nursery rhyme correctly

5 Recited some lines of the nursery rhyme correctly

1 Was not able to recite any lines of the nursery rhyme correctly

Comments _____

NAME: _____

DATE: _____

Dear Family Member,

I hope you have been having fun doing activities at home to learn about farms and farm animals. The focus for the next several days will be farm crops. Your student will learn crop names, what farmers need to provide for crops to live and grow, and why farmers raise crops. They will learn what happens on a farm during each of the four seasons. Your student will continue to learn that farmers work very hard to provide food and then arrange to have the food transported from farm to market. Your student will also enjoy listening to “The Little Red Hen,” a classic fable about the rewards of hard work.

Below are some suggestions for activities you can do at home to reinforce what your student has learned at school.

1. Search for Farm Pictures

Look through books or magazines for pictures of farms and farm crops. Ask your student if they can name the crop and how the crop may be used. Also, talk with your student about what the crop needs—food, water, and pest control—and how the farmer provides these necessities.

2. Identify Foods from Farms

When you are grocery shopping, or preparing or eating a meal, talk with your student about the foods that came from farm crops. They will learn about fruits, vegetables, and foods made from grains such as bread, cereal, and pasta.

3. Draw a Farm

Have your student draw or paint a picture of a farm with crops and then tell you about it. Again, ask questions to keep your student using the vocabulary they have learned.

4. Visit a Farm or Farmers’ Market

See if there is a farm in your community that you may visit with your student to learn more about farms. If not, a farmer’s market is another great option. Also, talk about any farms, barns, tractors, pastures, and farm animals you might pass when you are traveling to various places.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has both fiction and nonfiction books about farms and farm crops that you may share with your student.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

7.1

Activity Page

Directions: The pictures on the worksheet show some of the events of "The Little Red Hen." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the events of the story from beginning to end. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.



NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page



NAME: _____

DATE: _____

9.1

Activity Page

Directions: The pictures on the worksheet show some of the events that take place to get food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and arrange them to show the order of events. Retell the events using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.



NAME: _____

UA.1

Assessment

DATE: _____

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

11.



12.



13.



14.



NAME: _____

DATE: _____

UA.2

Assessment

Directions: Circle the picture that answers each question about farms.

1.



2.



3.



4.



5.



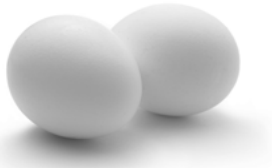
6.



7.



8.



9.



10.



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ENGLISH

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