



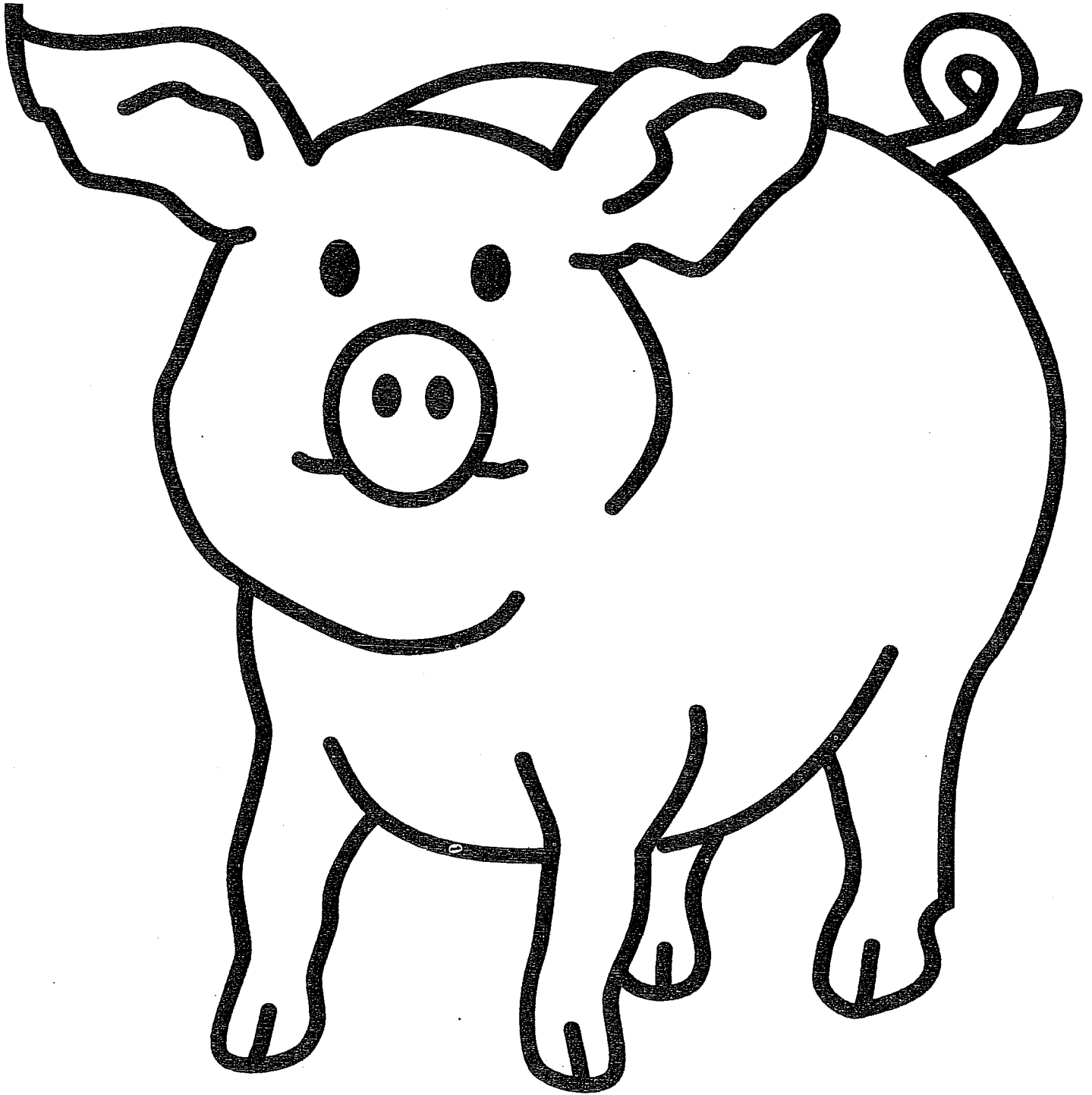
www.SouthernBelleFarm.com

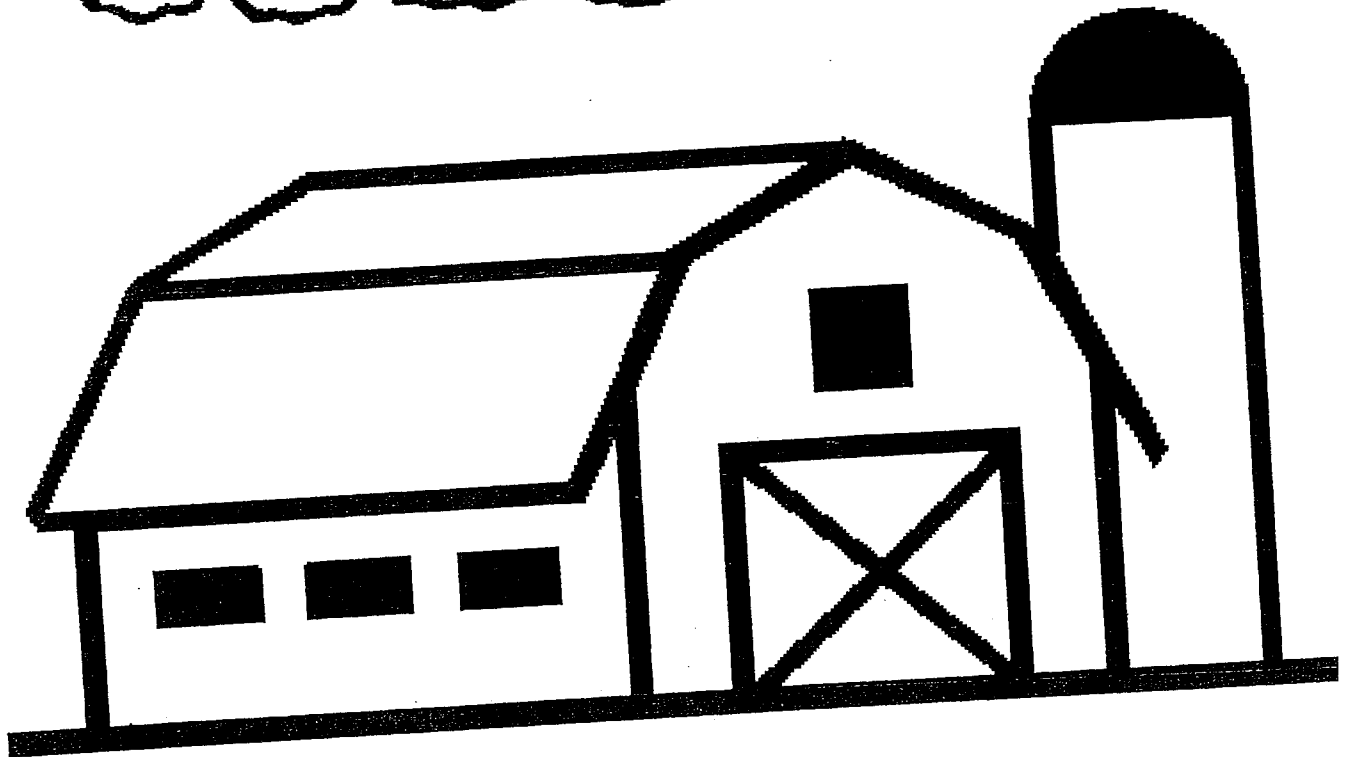
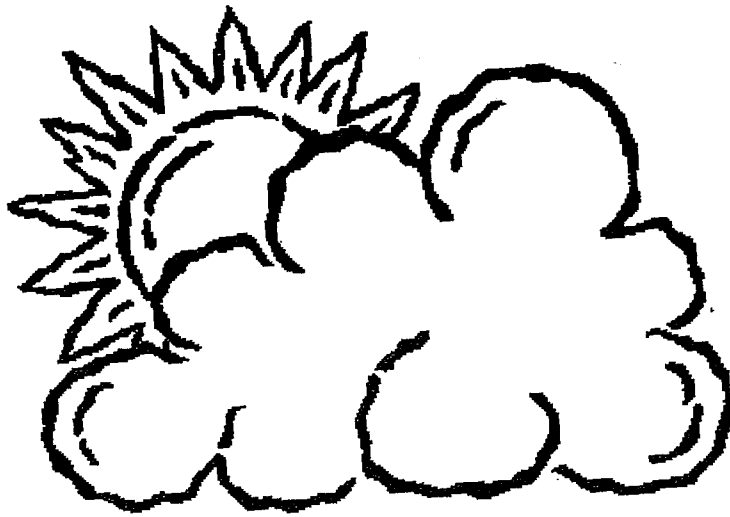
Curriculum

K - 1st

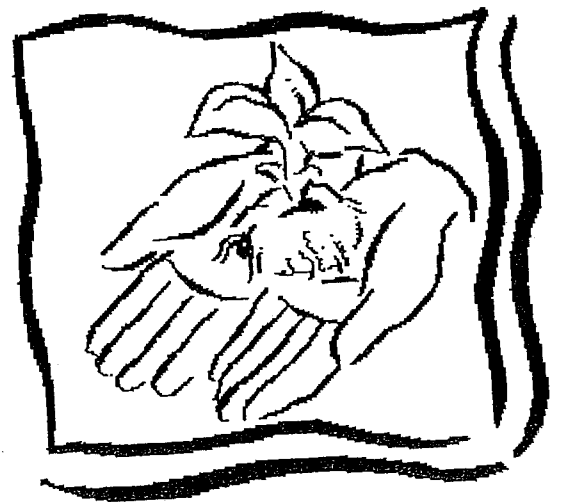


Cows, goats, and other livestock graze pastures on a farm. Some farmers allow wildlife to live in buffer areas that are not grazed.





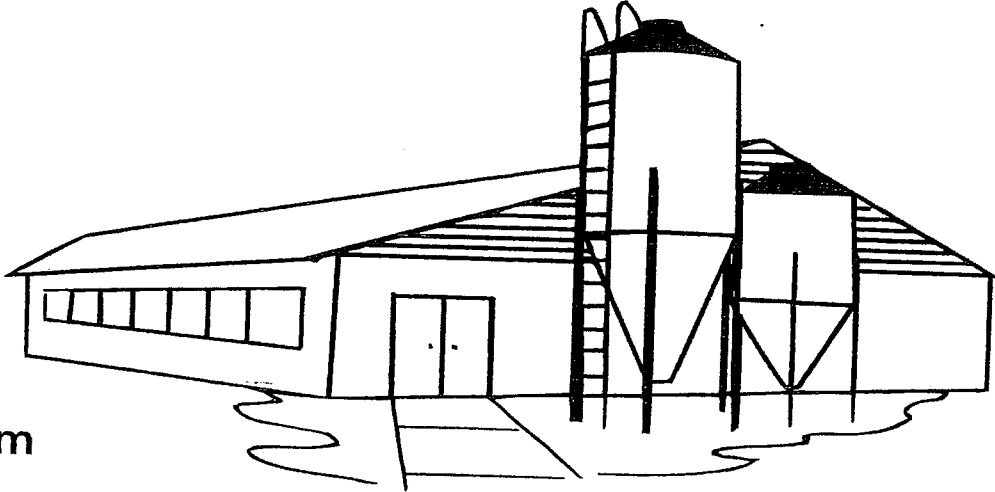
**American farmers
help grow the
food that feeds
the world.**



Name: _____

Who Lives On The Farm?

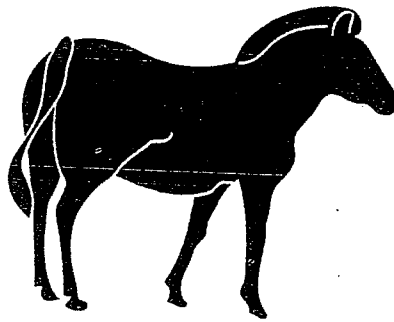
Directions: Many animals live on the farm. Circle the animals that live on the farm and draw an "X" over the animals that do **not**.



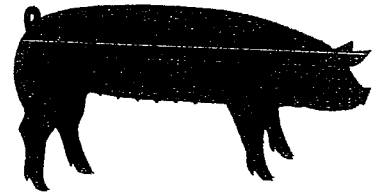
farm



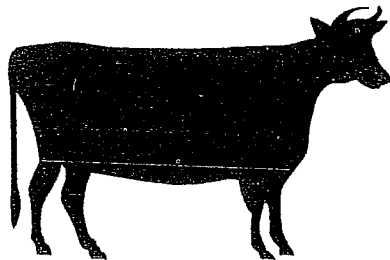
giraffe



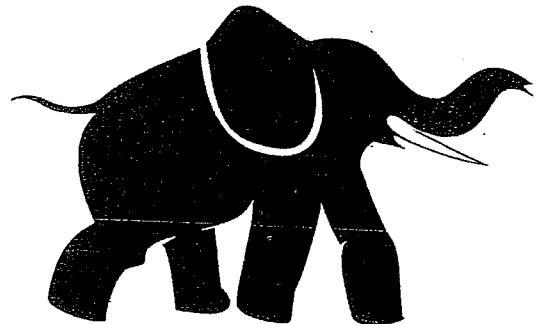
horse



pig



cow



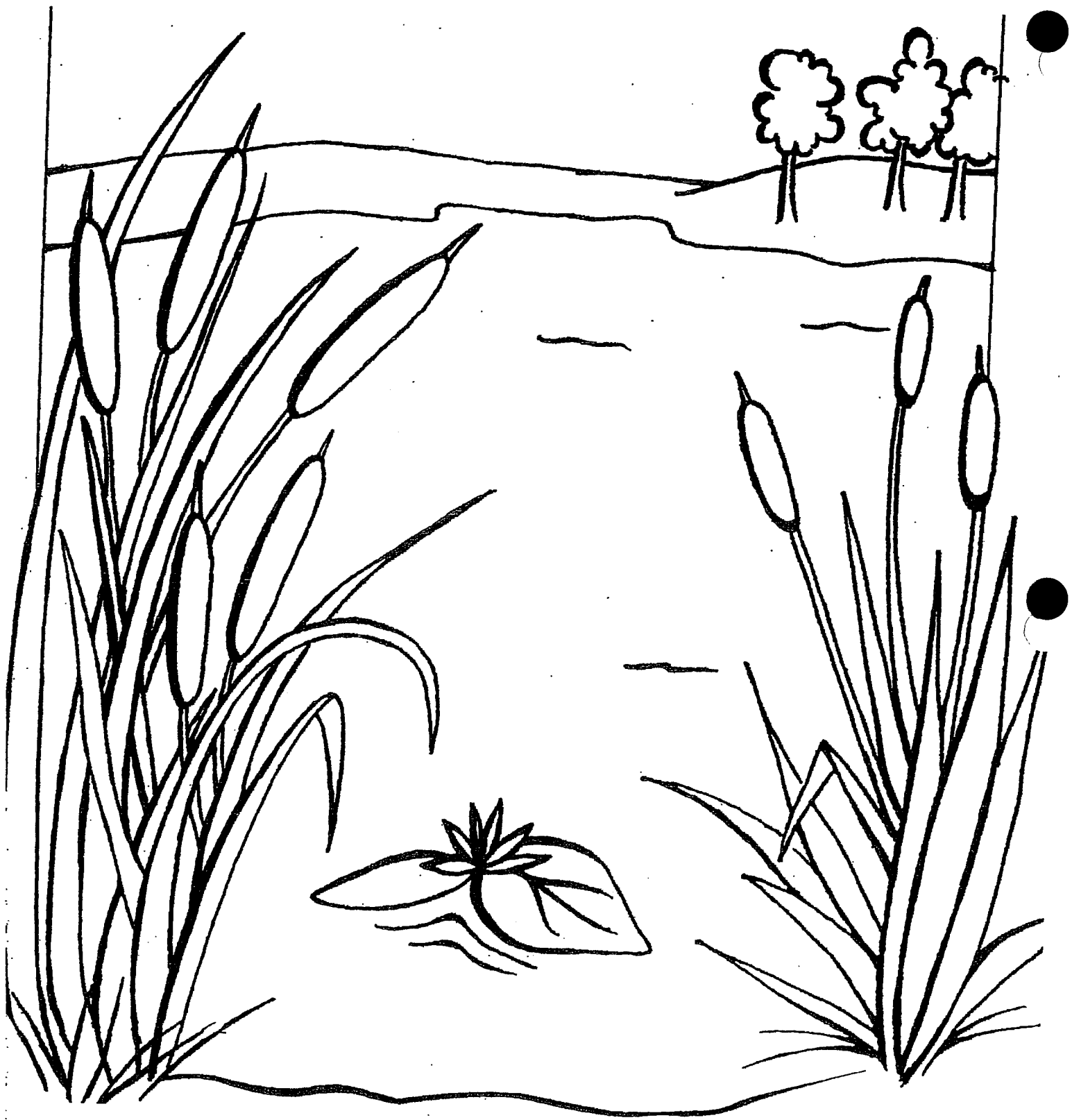
elephant

From this

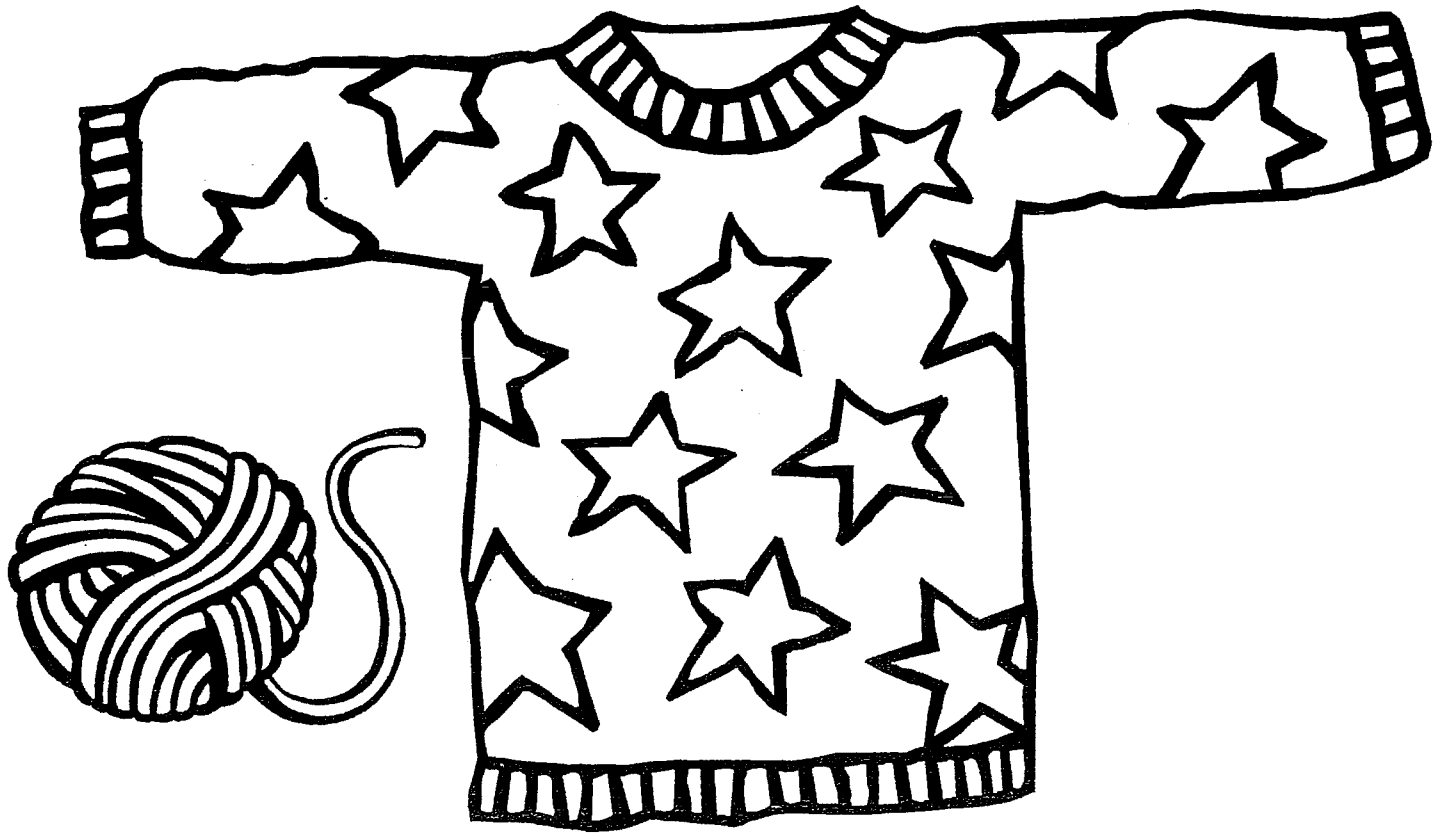


...to this.

Only a small portion of land is capable of producing food for the entire world.

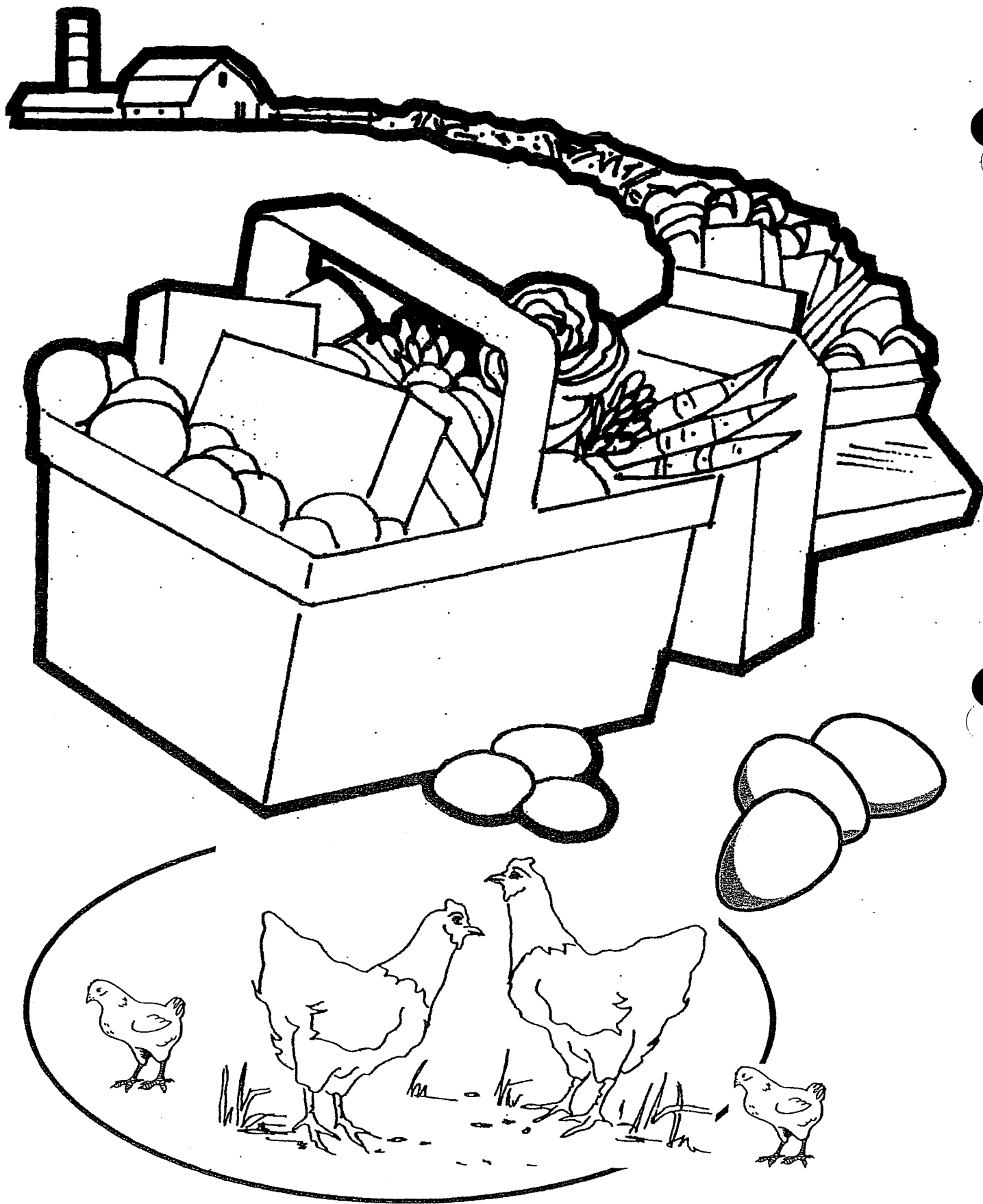


Buffers and wetlands allow farmers to help
keep our water clean.



Cotton is king of cash crops in Georgia. Cotton lint is used in textiles. This drought-tolerant plant is ideally suited to the growing conditions of the South.

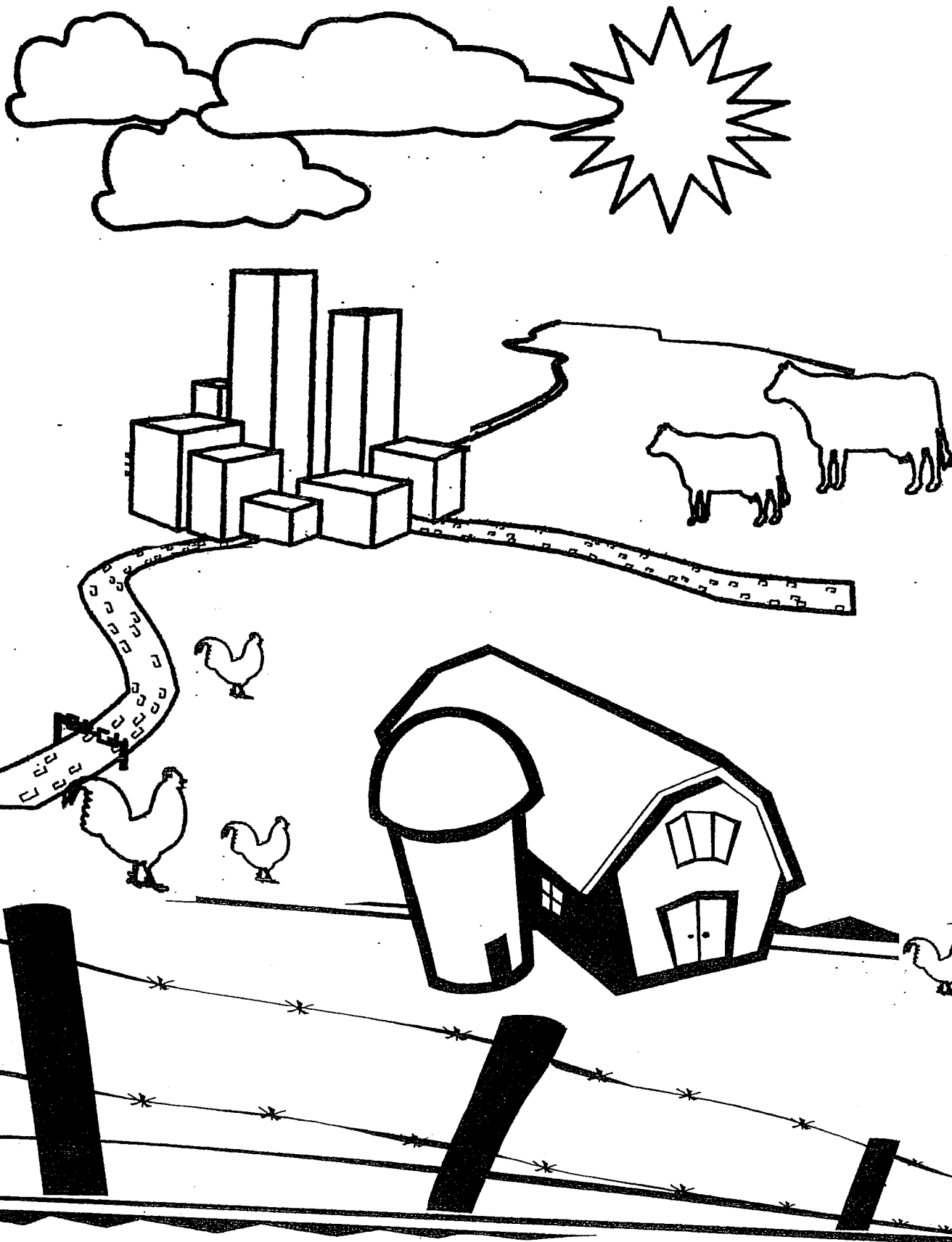




Poultry and eggs account for more than 43 percent of Georgia farm cash receipts.



Trees provide food such as fruits and nuts. They also provide shelter and relaxation.



Agriculture provides a lifeline to our cities.

The Agri-Food Chain

Agricultural Awareness

Introduce your PAL to the steps food takes from field to table.

Objectives:

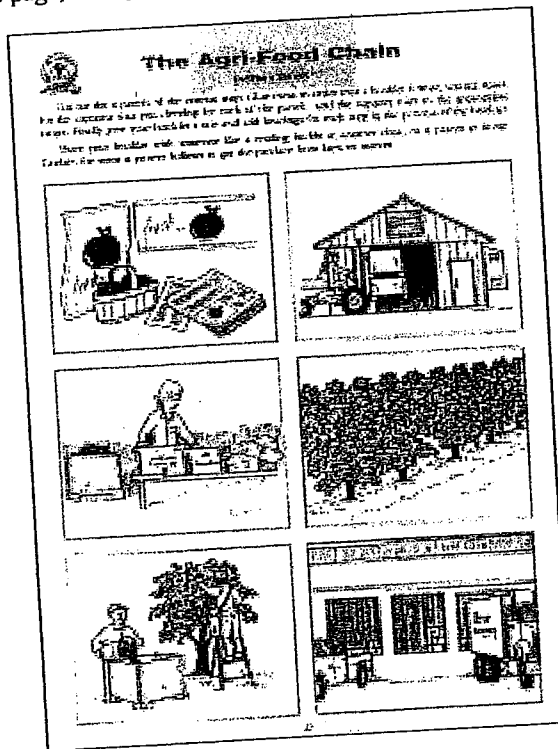
Students will identify food production and processing activities in drawings, sequence the pictures and tell the story of one food from the field to the table.

Outcomes:

Agricultural awareness; sequencing skills

Procedure:

1. Choose one food that is grown, processed and sold in your state. Draw or find pictures that illustrate the steps it goes through between producer and consumer. You might want to create or choose pictures that show the following steps: growing, harvesting, sorting and packing, storing, transporting and distributing, and marketing and selling. (The box on this page shows a sample set of pictures for apples.)
2. Put the pictures in random order. Show your little PAL the pictures and talk about what is happening in each.
3. If your pictures are all on one page, have your PAL cut them apart. Then, challenge your PAL to put the pictures in order.
4. Review your PAL's order and talk about the correct order of the steps. Explain why steps in the chain take place in that order.



Materials Needed:

- drawing paper and pencil, computer art program or drawings and photographs of agricultural processes
- scissors
- paper and crayons

Time Needed:

30-45 minutes

Related Subjects:

Language arts (sequencing); social studies (production, distribution and consumption); science (life cycles of organisms)

Extensions:

- Help your PAL create his or her own set of pictures for another agricultural food product.
- If possible, take little PALS on a tour that "follows" an agricultural food product through all the steps in its chain.

DISCUSSION POINTS

The agri-food chain is the series of steps food goes through from field to table. The steps include growing, harvesting, sorting and packing, storing, transporting and distributing, and marketing and selling.

Source: Adapted from *From Grower to Market* (Guelph, Ont., Canada Ontario Fruit and Vegetable Growers' Association and Ontario Agri-Food Education, Inc., 1998)

Use a tasty treat to introduce your PAL to the idea of yields.

■ Objectives:

Student will observe and calculate differences in yield rates among popcorn kernels and will learn how farmers use a scientific approach and mathematics.

■ Outcomes:

Familiarity with the concept of "yield"; measurement skill practice; subtraction practice

■ Procedure:

1. Explain to your PAL that today's activity will explore which kinds of popcorn produce the greatest amount. Farmers have to research which kinds of seed give them the greatest amount of produce (vegetables and fruits) to use or sell.
2. Ask your PAL to guess why popcorn pops, then explain why it pops (see information in "Discussion Points" on this page).
3. Have your PAL estimate how many kernels are in the 1/4 cup measure of popcorn. Have your PAL count how many kernels of each color are included in the 1/4 cup. Help your PAL weigh the unpopped corn and write down the weight.
4. Pop the popcorn.
5. Help your little PAL weigh the popped corn and write down the weight. When the unpopped kernels are cool enough to handle, have your PAL count how many kernels of each color did not pop. Have your PAL subtract this from the total number for each color and decide which color popped best. In the meantime, eat the popcorn together!
6. Tell your PAL that figuring out which color kernel popped best is similar to what farmers do to decide which seed type produces best. They measure and weigh how much seed they put into an acre of land. After harvesting the produce, they weigh and compare how much each kind of seed produces. Farmers use scientific approaches and mathematics to manage their farms the best way possible.

Materials Needed:

- 1/4 cup colored popcorn
- 1/4-cup measure
- kitchen scale
- corn popper
- blank paper and pencil

Time Needed:

About 30 minutes

Related Subjects:

Mathematics (counting, subtraction); science (using a scale, properties of objects and materials)

Extensions:

- Have your PAL compare yields from different brands of popcorn.
- Have your PAL compare yields from different methods of popping (microwave, hot air popper, stovetop, etc.)

DISCUSSION POINTS

Popcorn pops because each kernel stores water in a small circle of soft starch. As the kernel is heated, the water heats, builds up pressure and takes up any available room. The outer hard surface gives way to the pressure, the kernel explodes and the starch expands, turning the kernel inside out.

Information for Make a Sentence cut out pages:

Each set contains:

1. A picture (piece of clipart).
2. Boxes with words in them.

What to do with each set:

1. Color in the picture and cut around the box that the picture is in.
2. Cut around each word and its box.
3. Glue the picture to an A3 piece of colored paper.
4. Re-assemble in correct sentence form all the cut out word boxes.
5. For extra work draw a set of lines on the bottom of your A3 page and let the child copy the re-constructed sentence.
6. For extra fun – mix and match pictures and words or make your own.
Some funny ones we have made are:
A fat rat sat on a mat. A goat on a boat.

Enjoy!

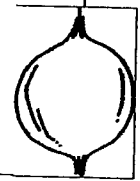
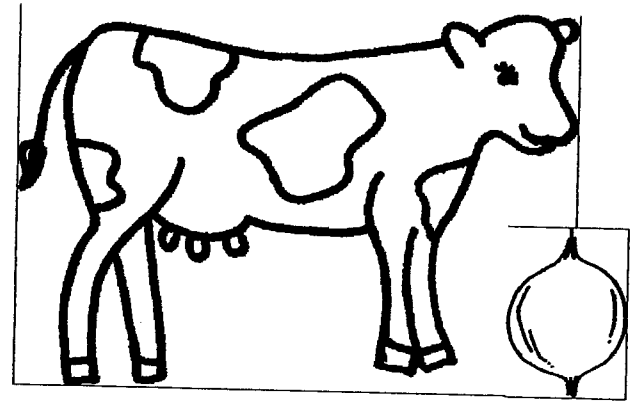
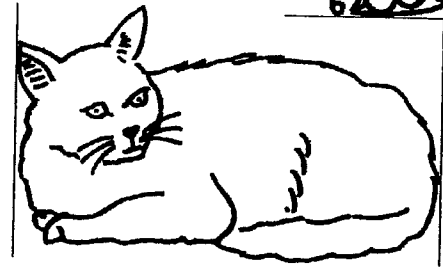
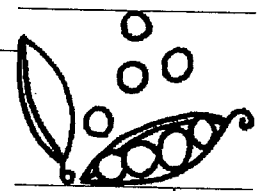
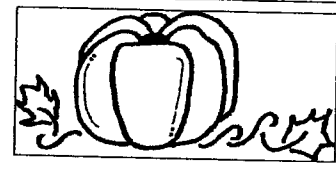
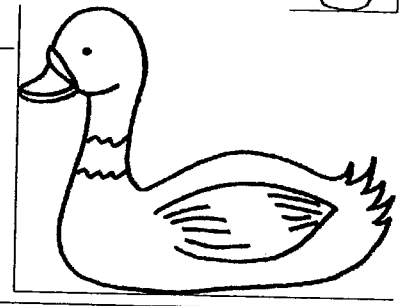
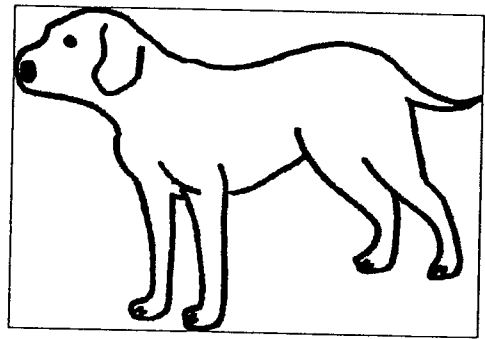
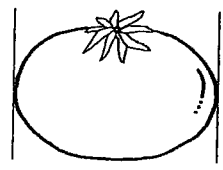
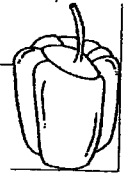
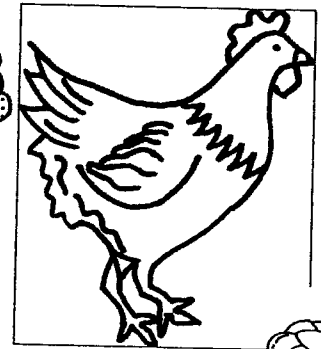
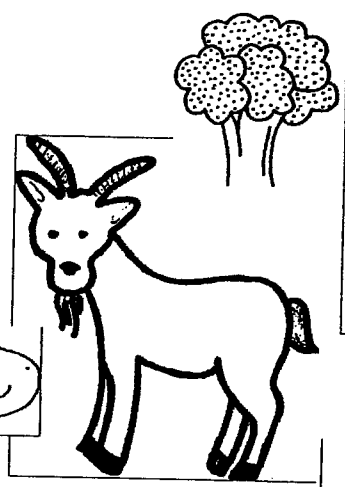
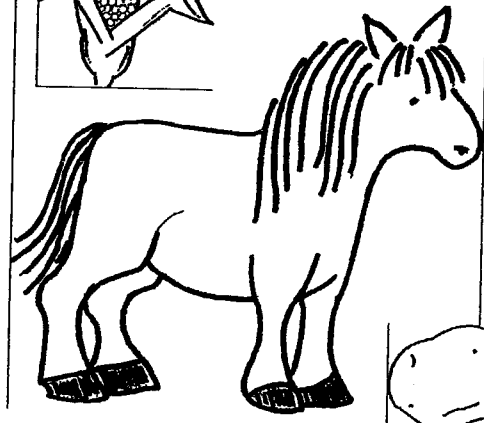
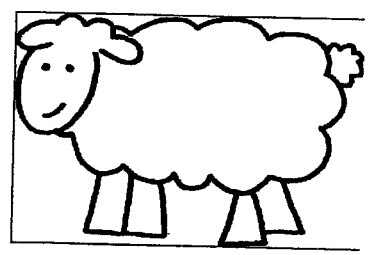
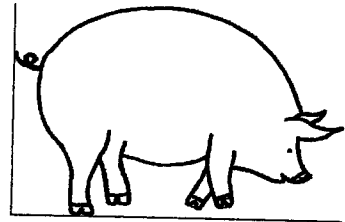
I hope this workbook is found to be helpful and useful.

For other reliable, helpful and time saving resources shop at:

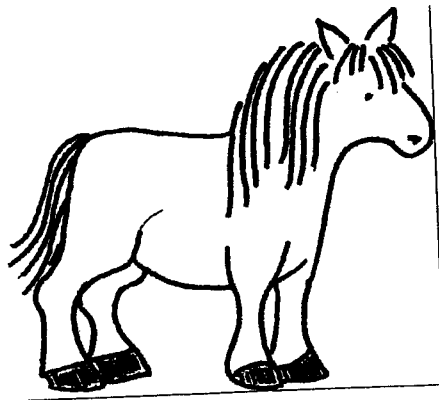
<http://www.atozteacherstuff.com>

Thank you for your support. 😊

The Farm

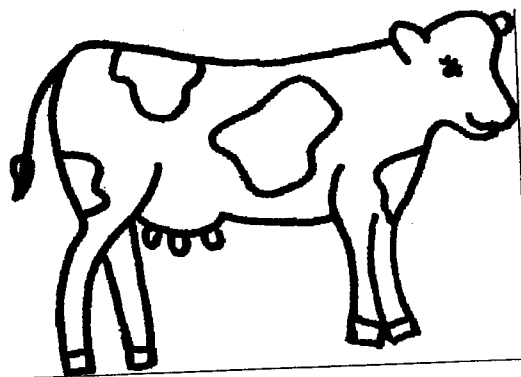


horse



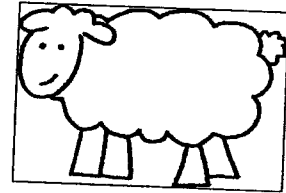
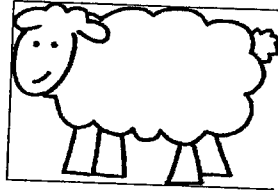
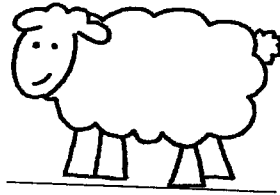
Here is a horse.

COW



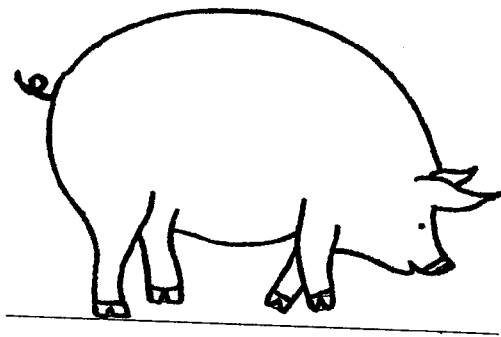
This is a cow.

sheep



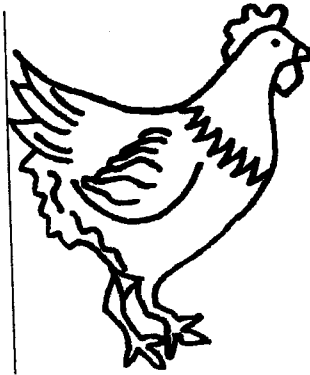
Here are sheep.

pig



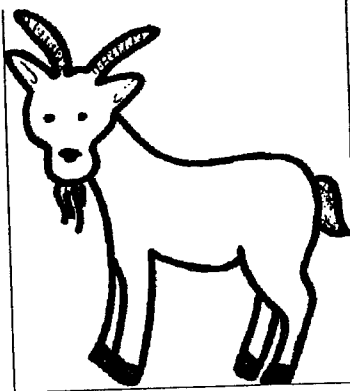
This is a pig.

hen



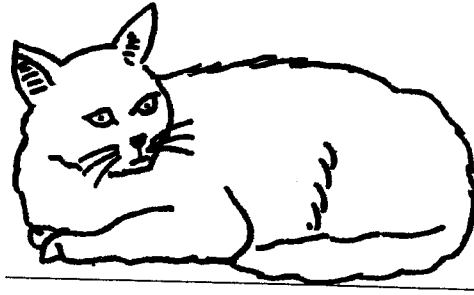
Here is a hen.

goat



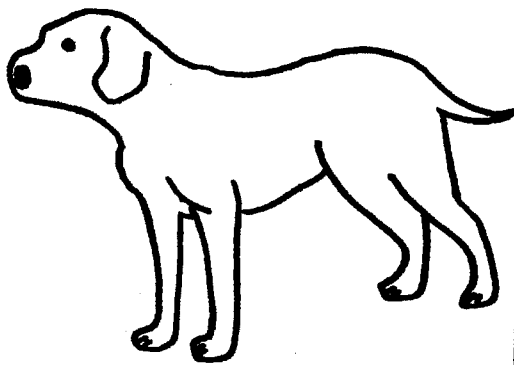
This is a goat.

cat



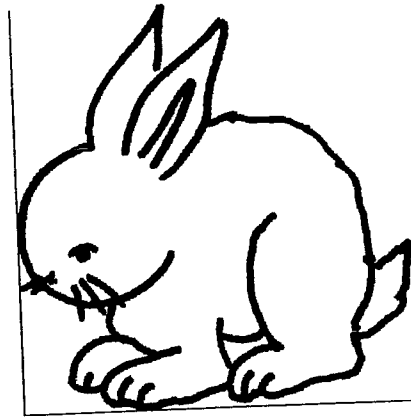
This is a cat.

dog



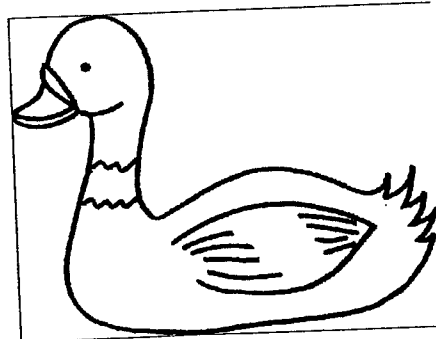
Here is a dog.

rabbit

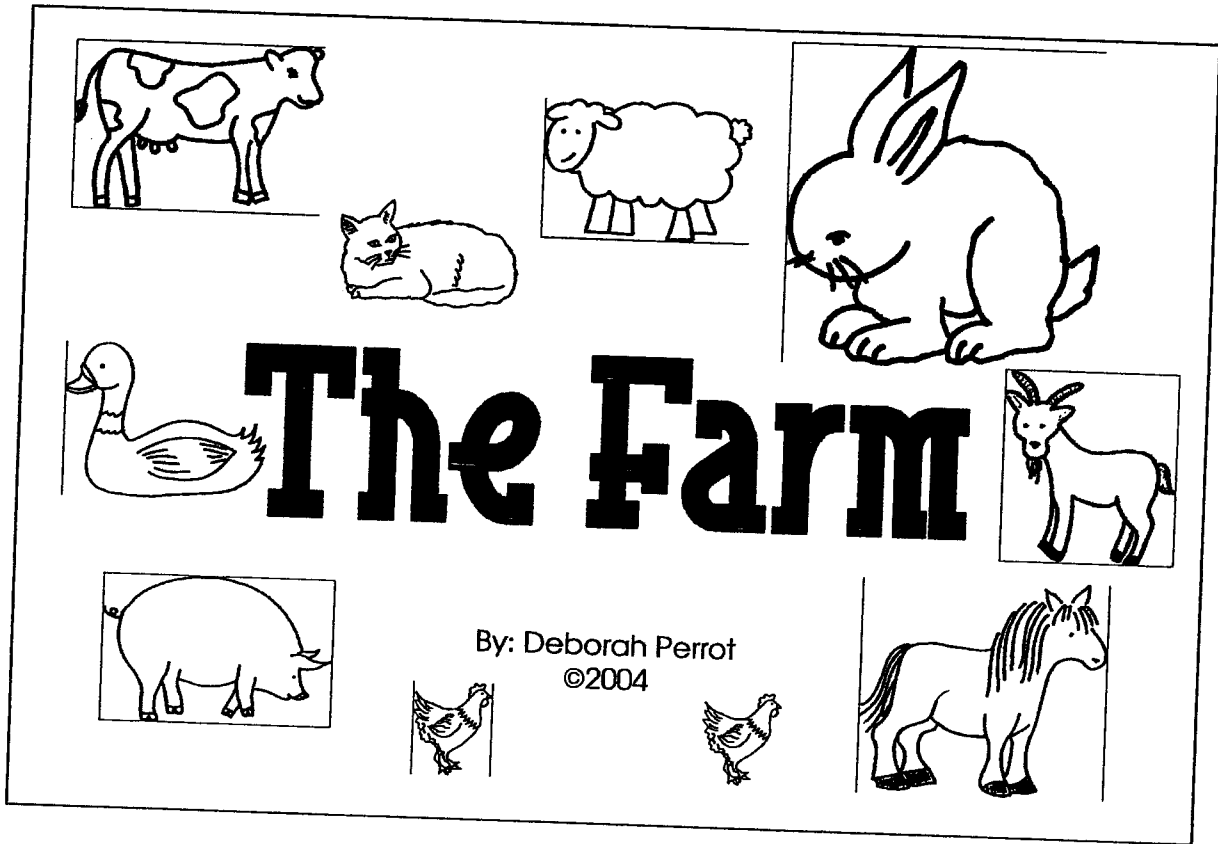


Here is a rabbit.

duck

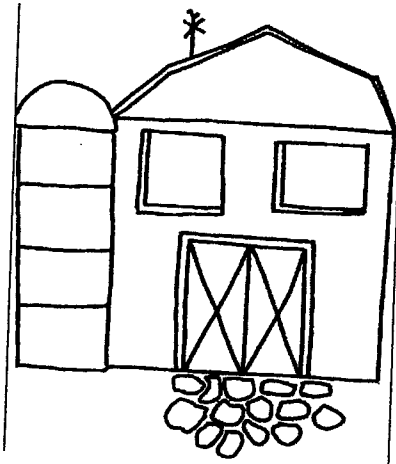


This is a duck.



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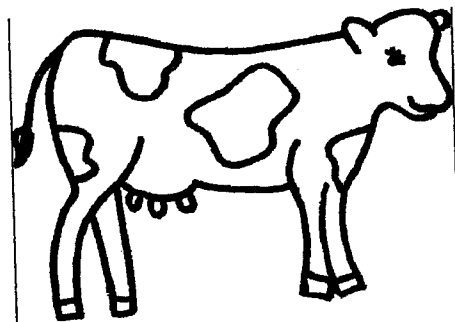
barn



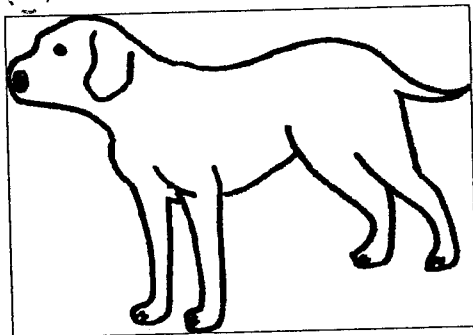
Here is a barn.

On the Farm.

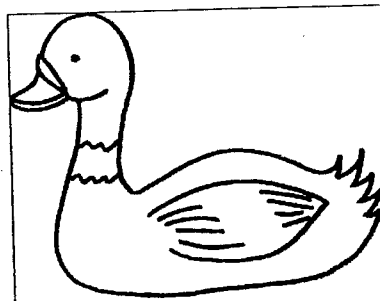
A cow on the farm.



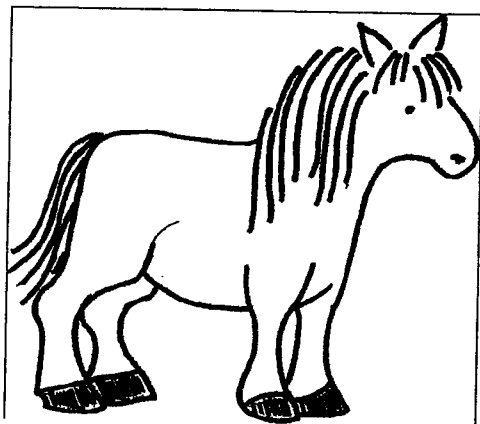
A dog on the farm.



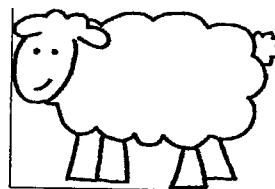
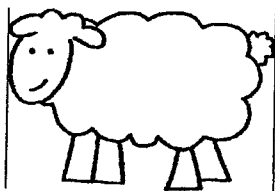
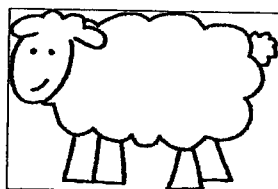
A duck on the farm.



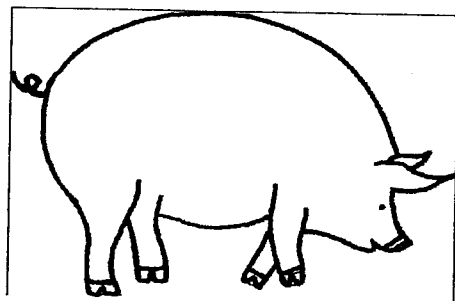
A horse on the farm.



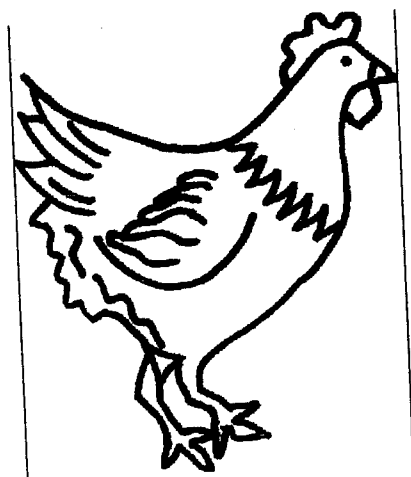
Sheep on the farm.



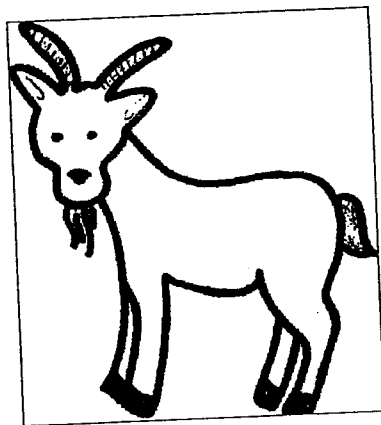
A pig on the farm.



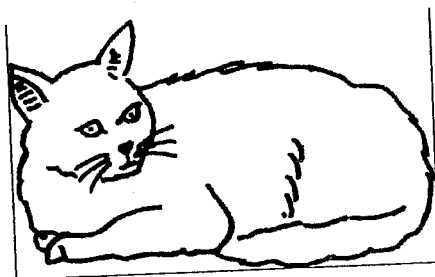
A hen on the farm.



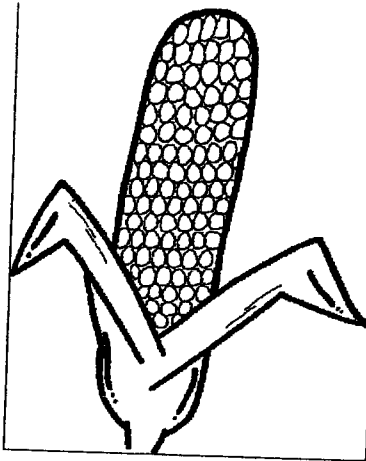
A goat on the farm.



A cat on the farm.

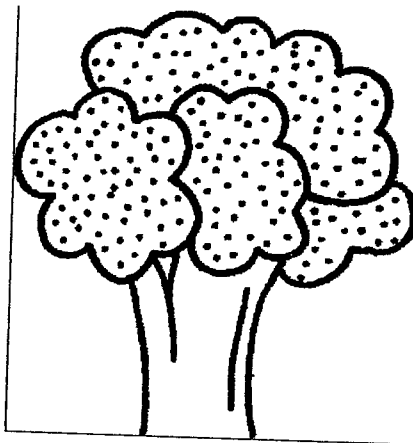


corn



I like to eat corn.

broccoli



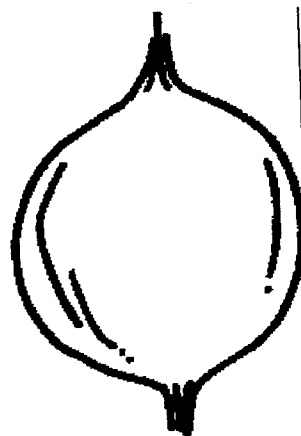
I like to eat broccoli.

capsicum



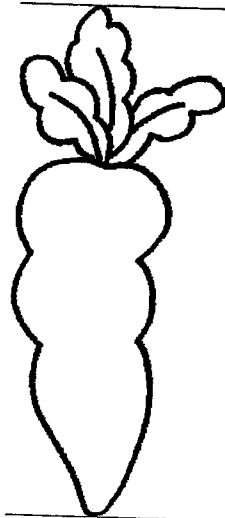
I like capsicum.

onion



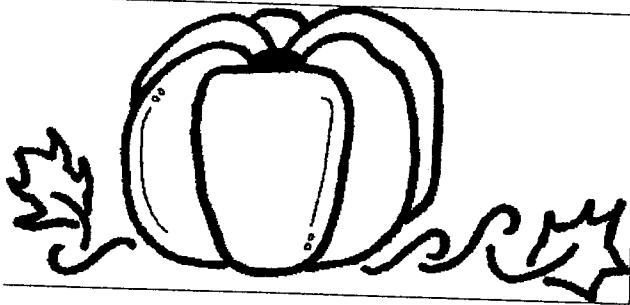
I like to eat onion.

carrot



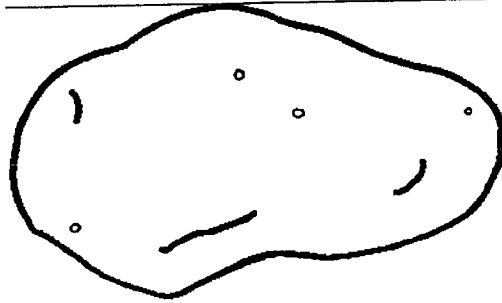
I like to eat carrot.

pumpkin



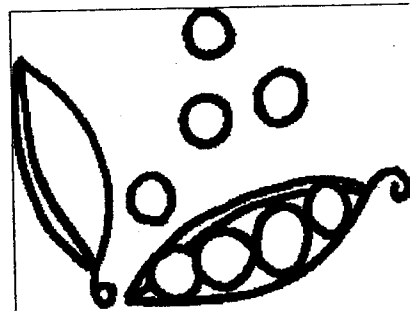
I like to eat pumpkin.

potato



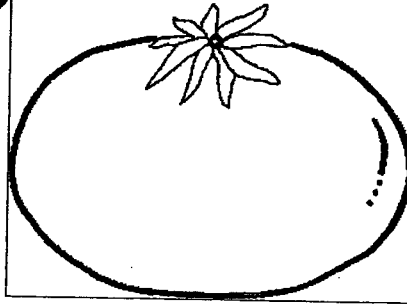
I like to eat potato.

peas



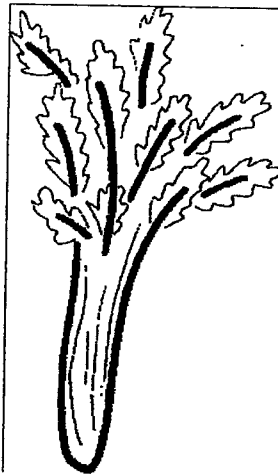
I like to eat peas.

tomato



I like to eat tomato.

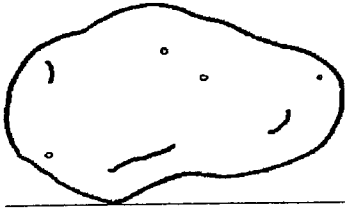
celery



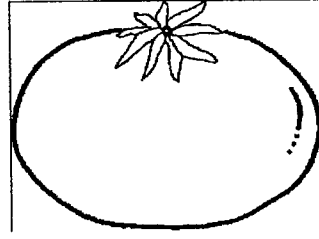
I like to eat celery.



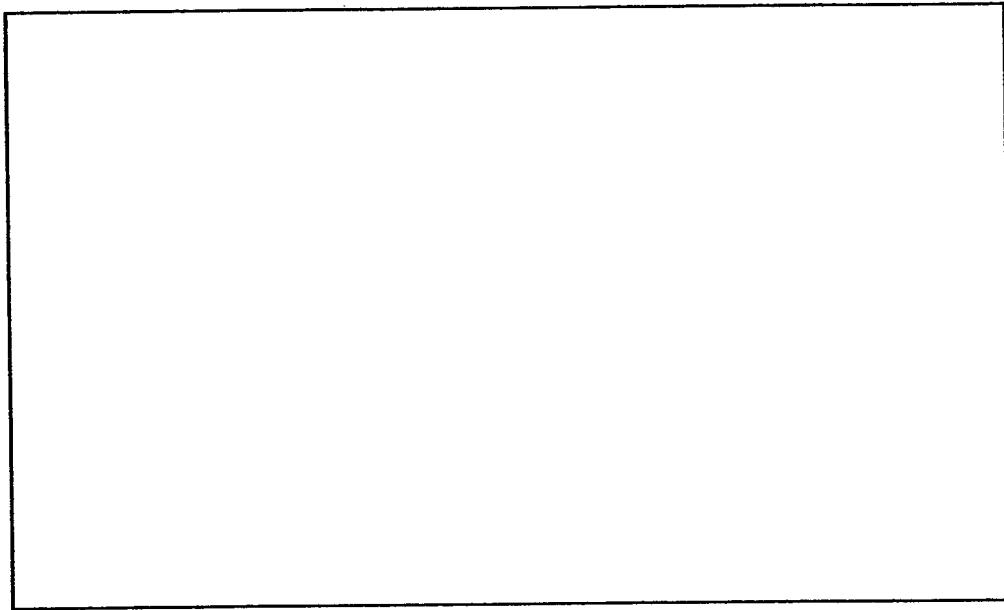
Vegetables

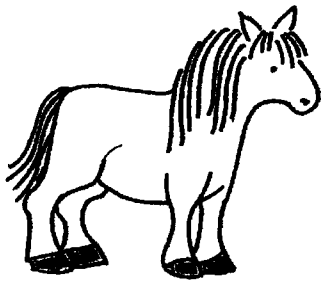


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Draw your favorite vegetable.



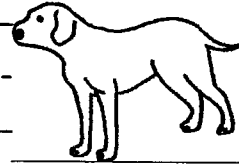


Name: _____

Date: _____

Instructions: Read and Trace each sentence.
Color the pictures.

1. This is a dog.



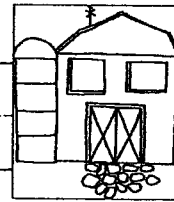
2. This is a horse.



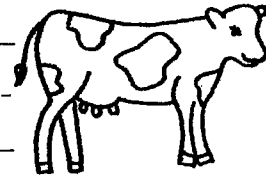
3. This is a goat.



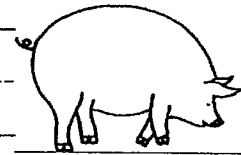
4. This is a barn.



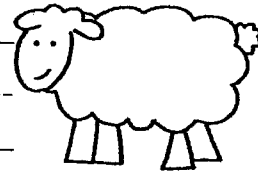
5. This is a cow.

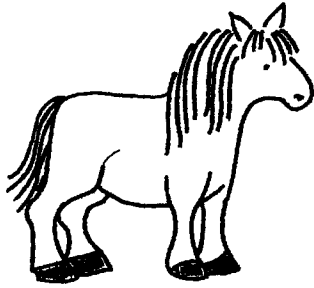


6. This is a pig.



7. This is a sheep.






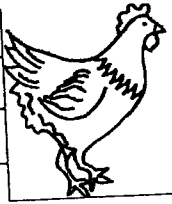
Name: _____


Date: _____

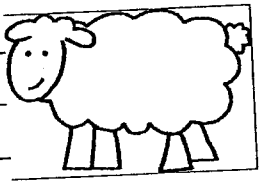
Instructions:

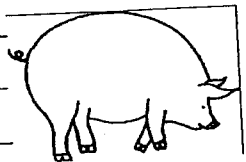
Read and Trace each sentence.
Color the pictures.

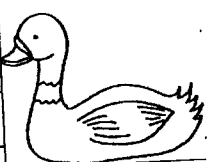





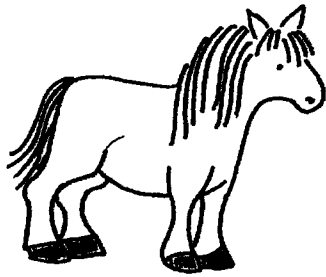










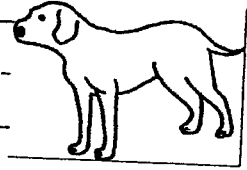


Name: _____

Date: _____

Instructions: Read and Trace each sentence.
Color the pictures.

There is a dog in the barn.



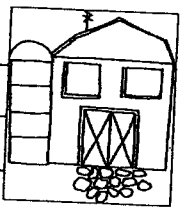
There is a horse in the barn.



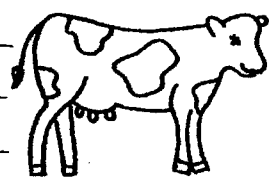
There is a goat in the barn.



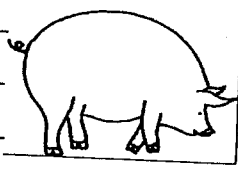
There is a barn in the farm.



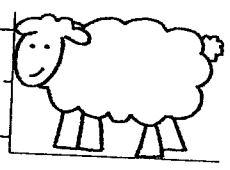
There is a cow in the farm.

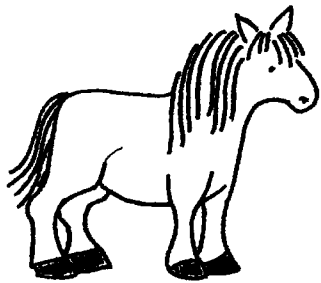


There is a pig in the farm.



There is a sheep in the farm.




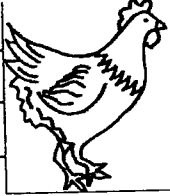



Name: _____

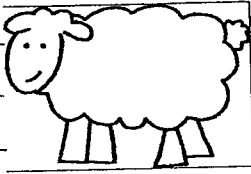
Date: _____

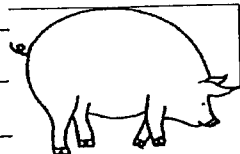
Instructions: Read and Trace each sentence.
Color the pictures.

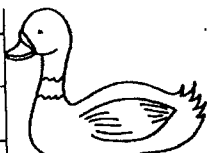





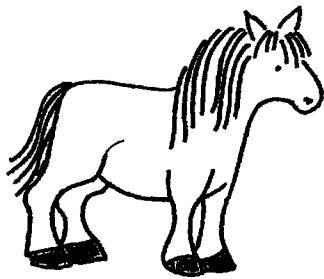








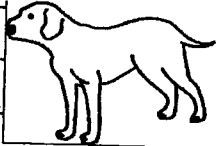






Name: _____

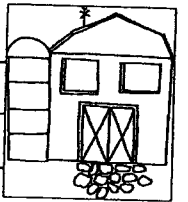
Date: _____

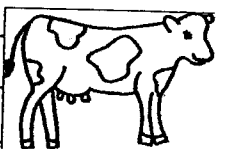
Instructions: Read and Trace each sentence.
Color the pictures.

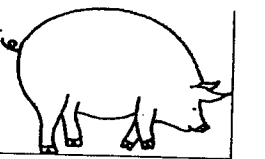


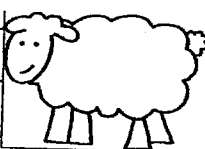


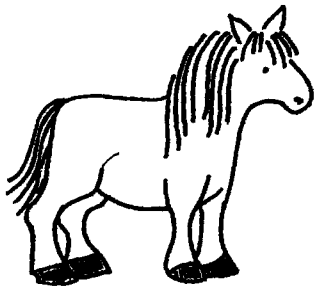












Name: _____

Date: _____

Instructions: Read and Trace each sentence.

The horse is brown. It has a long tail. It is standing in the field.

The horse is brown. It has a long tail. It is standing in the field.

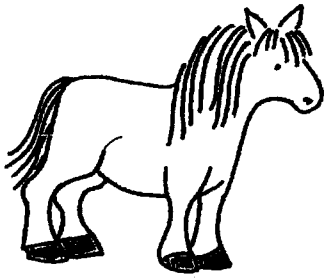
The horse is brown. It has a long tail. It is standing in the field.

The horse is brown. It has a long tail. It is standing in the field.

The horse is brown. It has a long tail. It is standing in the field.

The horse is brown. It has a long tail. It is standing in the field.


The horse is brown. It has a long tail. It is standing in the field.





Name: _____

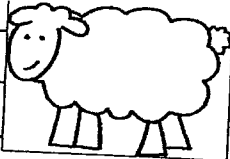
Date: _____

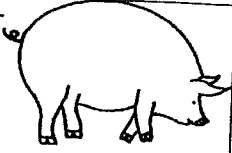
Instructions: Read and Trace each sentence.
Color the pictures.

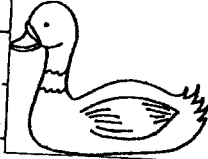


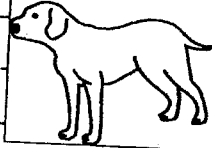


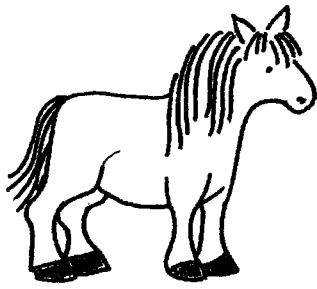












Name: _____

Date: _____

Instructions: Read and Trace each sentence.

The horse is brown and white. It has a long mane and tail. It is standing in a field.

The horse is brown and white. It has a long mane and tail. It is standing in a field.

The horse is brown and white. It has a long mane and tail. It is standing in a field.

The horse is brown and white. It has a long mane and tail. It is standing in a field.

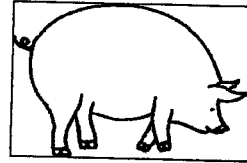
The horse is brown and white. It has a long mane and tail. It is standing in a field.

The horse is brown and white. It has a long mane and tail. It is standing in a field.

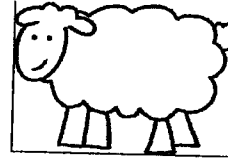
The horse is brown and white. It has a long mane and tail. It is standing in a field.

Match the farm names to the animals.

horse



pig



cow



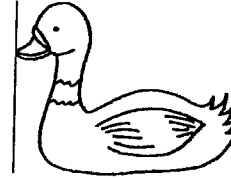
lamb



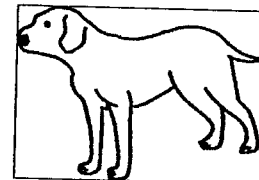
goat



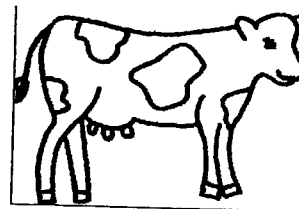
dog



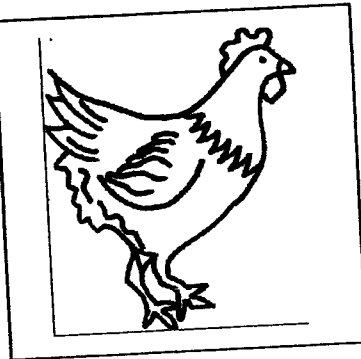
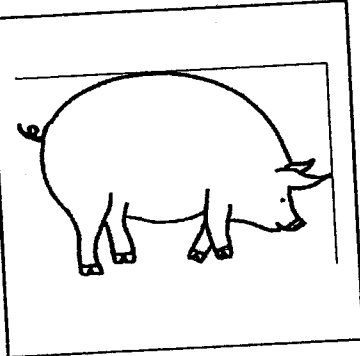
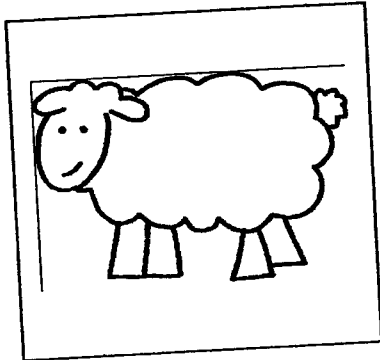
duck



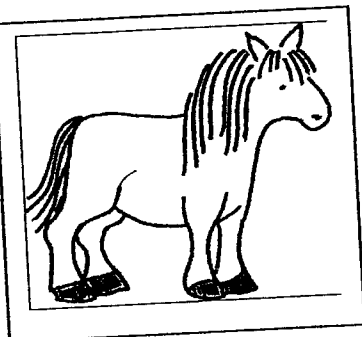
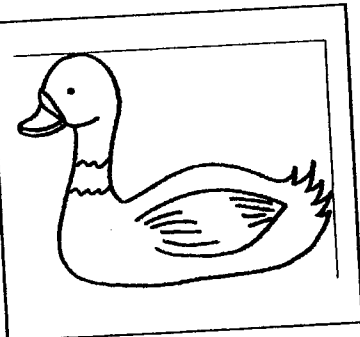
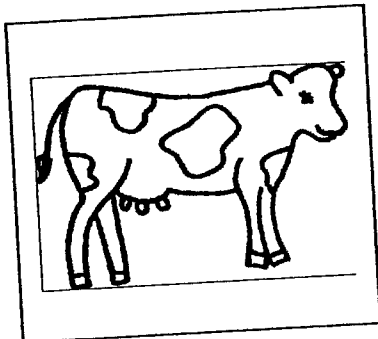
rabbit



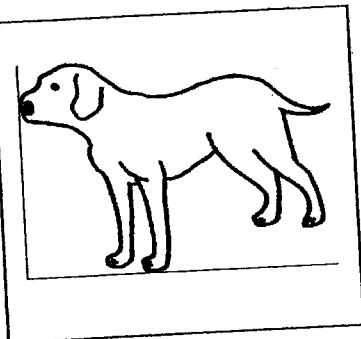
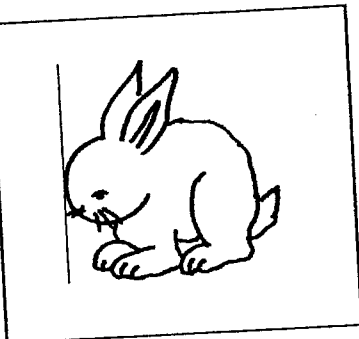
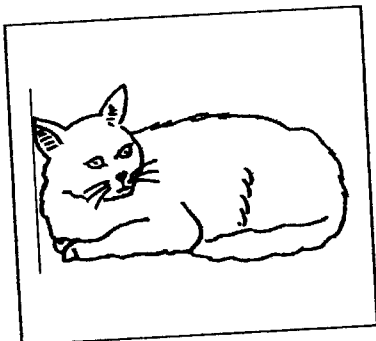
Write the name of each animal under the picture.



Three sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, positioned below the first row of animal pictures.

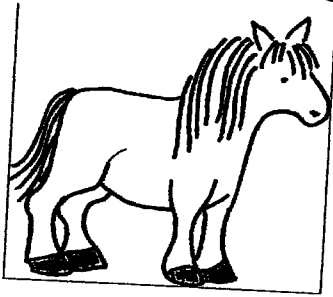


Three sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, positioned below the second row of animal pictures.

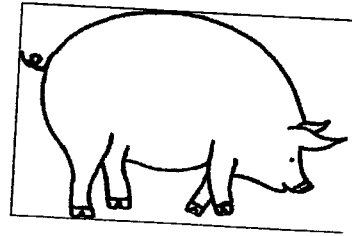


Three sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, positioned below the third row of animal pictures.

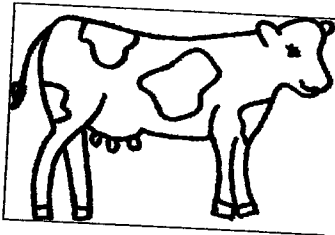
Fill in the missing vowels.



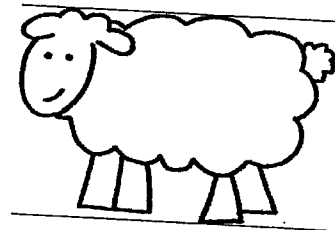
h _ _ r s _ _



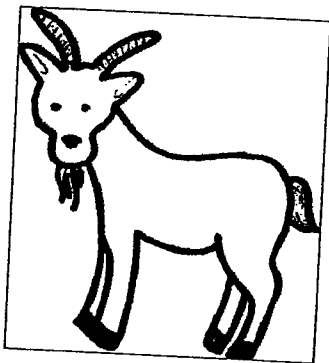
p _ _ g



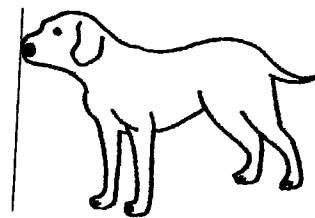
c _ _ w



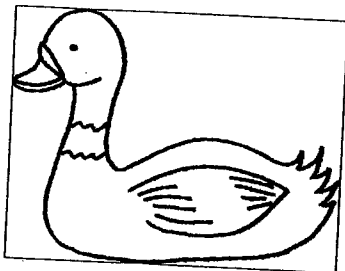
l _ _ m b



g _ _ _ t



d _ _ g

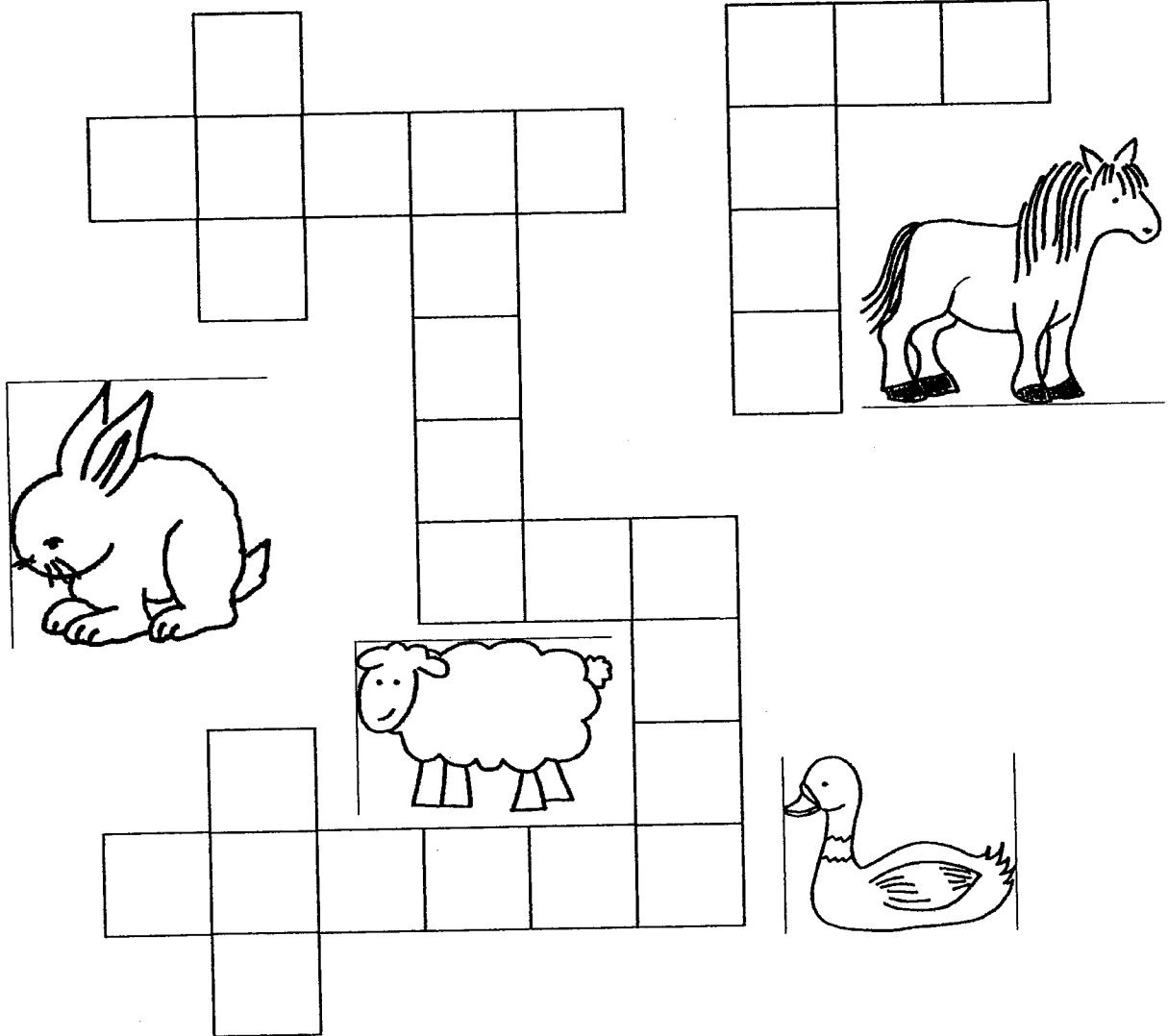


d _ _ c k



r _ _ b b _ _ t

Farm Criss-Cross



horse

cow

sheep

pig

goat

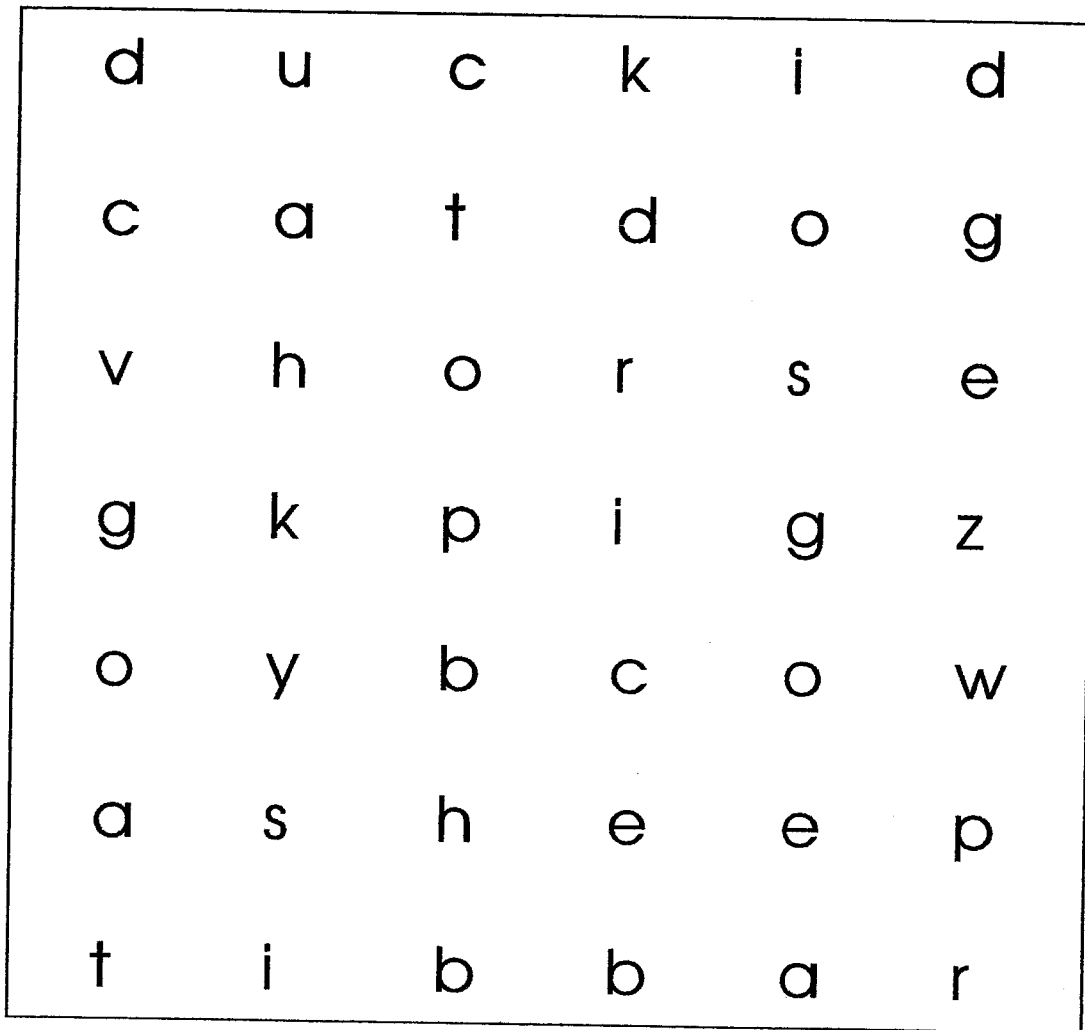
dog

duck

rabbit

cat

Farm Wordsearch



horse

goat

pig

sheep

cat

dog

duck

rabbit

cow

Match the names to the vegetables.

corn

tomato

capsicum

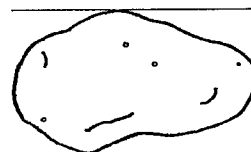
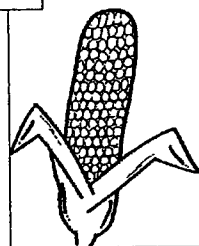
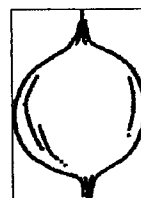
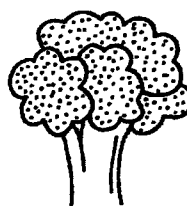
pumpkin

potato

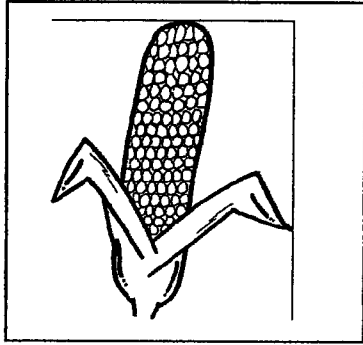
onion

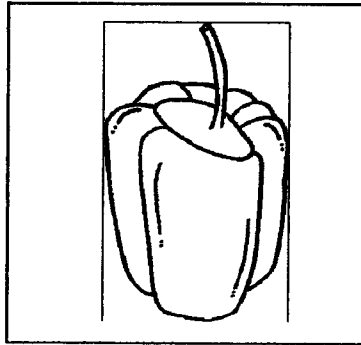
peas

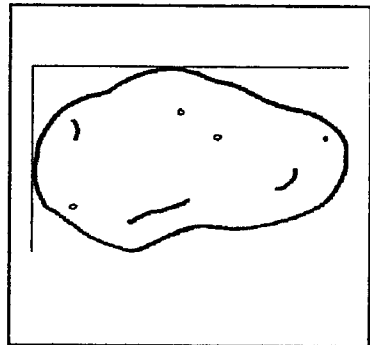
broccoli

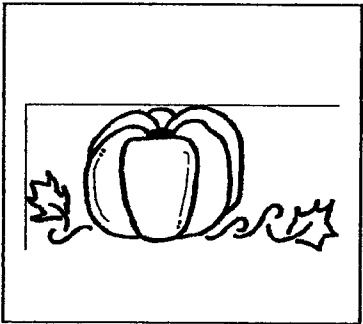


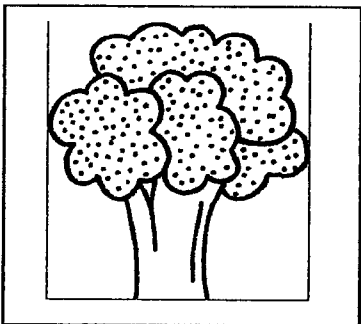
Write the name of each vegetable under the picture.

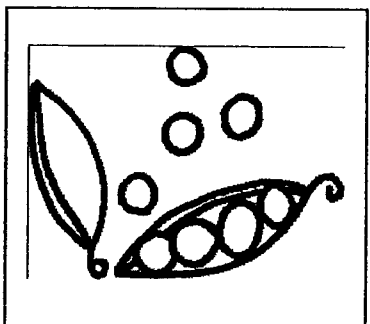


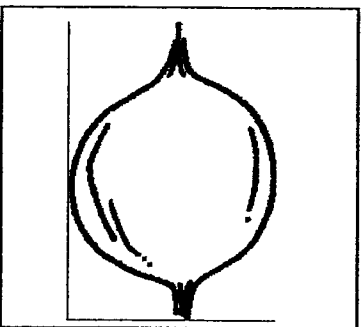


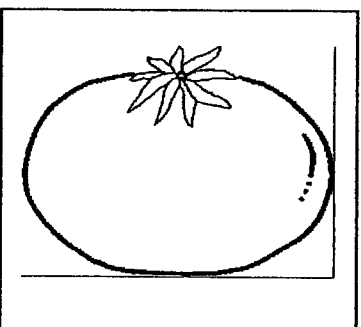


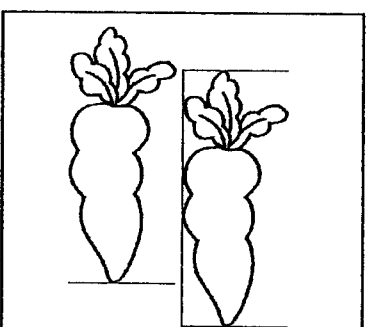




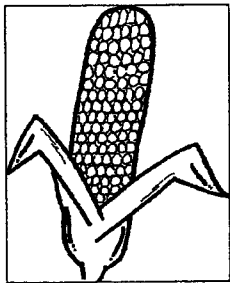




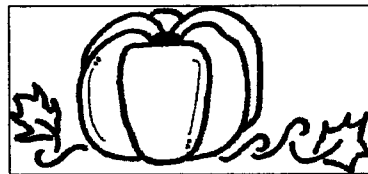




Fill in the missing vowels.



c _ r n

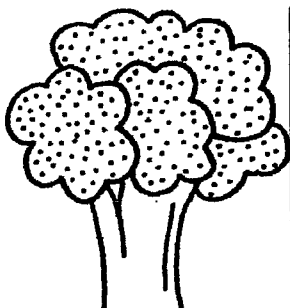


p _ m p k _ n



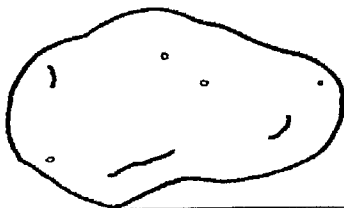
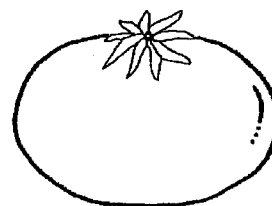
c _ r r _ t

c _ p s _ c _ m



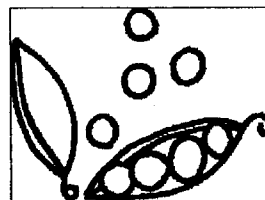
b r _ c _ l _

t _ m _ t _

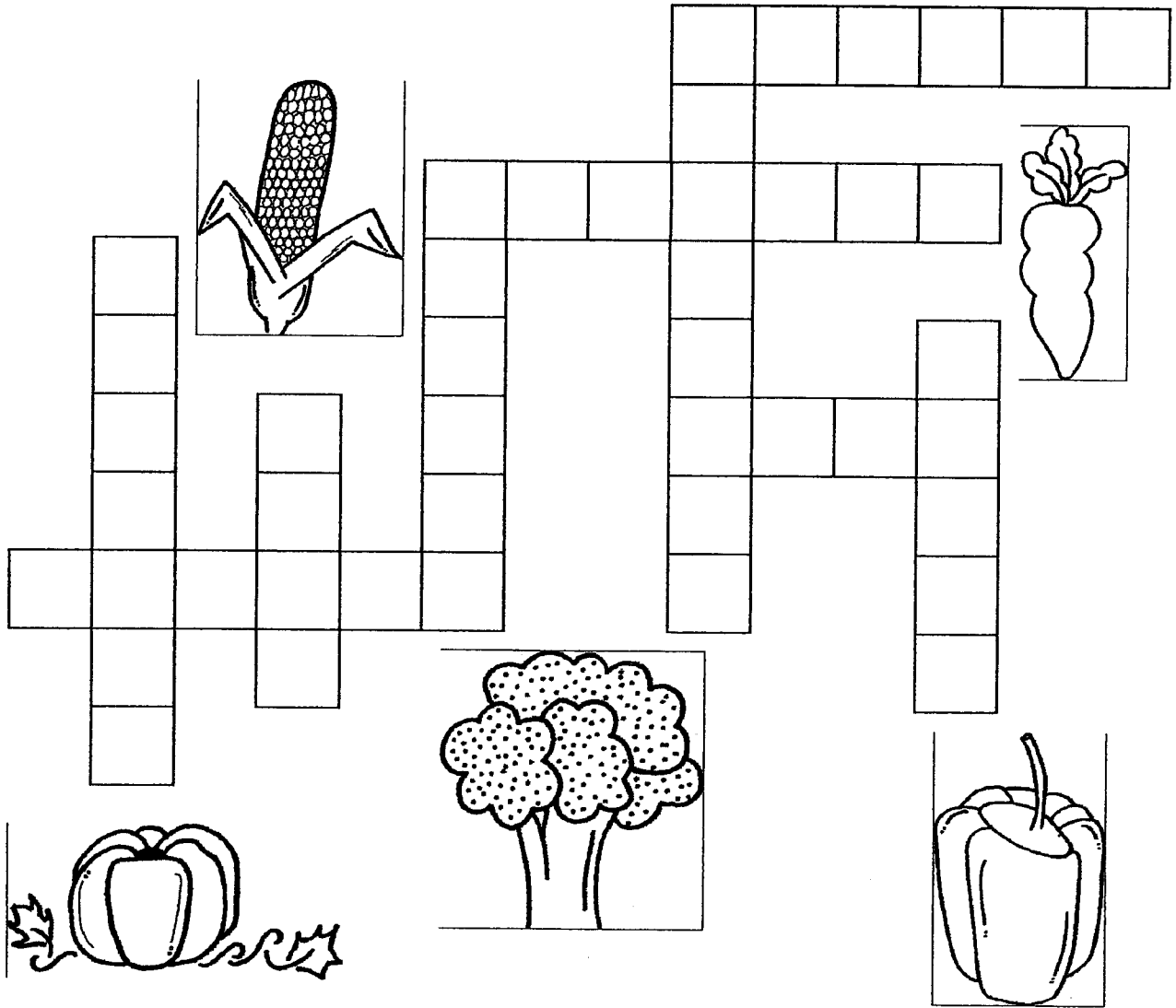


p _ t _ t _

p _ _ s



Vegetable Criss-Cross



corn

pumpkin

broccoli

tomato

potato

onion

carrot

peas

capsicum