

# A DAY ON A FARM



**LEVEL:** KG-3rd Grade

**Core Concept Areas:** Arts & Humanities, Science, Social Studies, Practical Living/Vocational Studies, Reading

**LEARNING GOAL:** Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living and vocational studies to what they will encounter throughout their lives.

## MATERIALS

Mr. and Mrs. Farmer puppets, pictures from storybooks or magazines of equipment and activities from the puppet show dialogue, student worksheets “A Day on the Farm” script, puppet patterns, lunch bags, scissors, glue, and crayons/markers. (Note: Make puppets)

## VOCABULARY

Work, farm, farmer, soil, fertilizer, irrigation, garden, tractor, graze, plow, planter, cultivator, trough

## SUPPORTING INFORMATION

The role of a farmer is often unclear to rural and urban students. Farmers provide the food and other products required for our everyday existence. In the United States approximately 2% of the population provides the food, fiber, and other agricultural products required by the remaining 98% of the population. Consumers have access to an abundant food supply at the end of the elaborate cycle of production, processing and distribution. This cycle begins with a typical day’s work on the farm.

## PROCEDURE

- As a discussion opener, ask students to think about what they did to get ready for school that morning.
  - Did they wake up in a bed covered with sheets?
  - Did they wash with soap?
  - Did they eat cereal, eggs, milk, bacon, pancakes, or juice for breakfast?
  - Did they pack a paper bag lunch or finish their homework on a piece of paper?
  - Did they get to school on a bike, bus or in a car?
- Read script of “A Day on the Farm” using puppets.
- Distribute pictures of different farm machinery or activities described in the puppet play. Reread the script and have students listen for their particular piece of machinery or task as you read the play. Have students hold up pictures of farm work as they hear them described by “Mr. and Mrs. Farmer”. Allow students to describe the job illustrated in the picture. Examples: cows on a milking machine, irrigation of a field, plowing with a tractor, etc. Students may require some assistance in completing this activity. Continue reading the play only after students accurately describe

Help students discover how they rely on agriculture to accomplish each of these tasks by pointing out the agricultural product(s) after each question.

**-Did they wake up in a bed covered with sheets?**

*(sheets from cotton plant fibers)*

**Did they wash with soap?**

*(soap from corn or soybeans/fat from cattle)*

**Did they eat cereal, eggs, milk, bacon, pancakes, or juice for breakfast?**

*(plant and animal food sources)*

**Did they pack a paper bag lunch or finish their homework on a piece of paper?**

*(Paper from trees, corn and soybean by products helps paper hold ink)*

**Did they get to school on a bike, bus or in a car?**

*(tires from rubber trees, fuel may have been biodiesel made from soy beans or ethanol made from corn byproducts)*

## MEETS KY CORE CONTENT

### 4.1 ASSESSMENT STANDARDS

#### Social Studies

SS-EP-2.2.1  
SS-EP-4.4.2  
SS-EP-3.4.3

#### Science

SC-EP-3.4.1  
SC-EP-4.6.1  
SC-EP-4.7.1

#### Practical Living /Vocational Studies

PL-EP-4.2.1  
PL-EP-4.2.2

#### Reading

RD-EP-2.0.2  
RD-EP-2.0.3  
RD-EP-2.0.4  
RD-EP-3.0.1  
RD-EP-3.0.3  
RD-EP-3.0.4  
RD-EP-4.0.1  
RD-EP-5.0.3

#### Arts and Humanities

AH-EP-1.3.1

## OBJECTIVES

The student will:

- explore contributions of agriculture to everyday life.
- describe typical jobs performed by a farmer to produce food.
- identify common farm machinery and describe the functions of the different pieces of machinery.
- develop listening and observing by participating in a puppet show.
- participate in a decision making process concerning the farmer’s work.

## CONCEPTUAL AREA

Historical perspective – throughout history, society has been dependent upon agriculture.

Decisions-responsible decisions are necessary to maintain food and natural resources.

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the work done.

4. To conclude the lesson, set up a hypothetical situation where students help the farmer decide what work must be done. Example: “Students, early one morning Mr. Farmer woke up, looked out his window on a cold rainy day. He said, “I think I will sleep a few more hours before going to work.” What will happen if Mr. Farmer does not get up and go to the barn to do his work?” In their decision making process, help the students recall that the cows are waiting to be milked and fed and the milk truck will be arriving to get the milk. Many farm animals and people are depending upon the farmer to do his work.

### **RESOURCES**

Script and puppet patterns were adapted from the *North Carolina Ag in the Classroom Curriculum Guide*.

### **EVALUATION**

Students demonstrate understanding of the concept of work. They can describe personal experiences which they may have had with farm life– what is grown, what animals they have and how they help with farm work. A concluding evaluation activity could be to have students draw and color original pictures of what they have learned about a day on a farm.



# “A Day on a Farm” Script

**Mr. Farmer:** A farmer’s day starts very early, usually before the sun comes up.

**Mrs. Farmer:** I get up early also. I fix us breakfast before we begin our long day.

**Mr. Farmer:** Farming is a very important job. All people must have food. Farmers grow food for people to eat. Each farmer grows enough food and fiber for 143 people in the United States and around the world.

**Mrs. Farmer:** Before he eats breakfast, Mr. Farmer goes out and hooks up the milking machines to the cows. He then monitors each cow individually to ensure she’s comfortable and safe. He then gives the cows breakfast by pouring feed into their troughs.

**Mr. Farmer:** While the cows are eating and being milked, I check on the garden. Afterwards, I go back to the cows, unhook the milking machines, and see that the milk goes into the tanks. A milk truck will come here later to pick the milk up.

**Mrs. Farmer:** When Mr. Farmer returns we have breakfast. While we’re eating, we talk about what we’re going to do today on the farm.

**Mr. Farmer:** I need to test the soil today because this is very important. I’ll get a soil sample (that’s a little bit of soil), put it in a small box, and send it to be tested. They’ll write me back and tell me what I need to put on the soil to make my crops grow bigger and better. I might need to add fertilizer to help my crops grow. Do you know what fertilizer is?

**Mrs. Farmer:** Later today we have a meeting with someone to talk about irrigating our fields. When it doesn’t rain much during the growing season, we have to water our crops. That is called irrigating. We have to find some way to water all of our fields. The hoses you use at home won’t stretch over all our fields. We have to find another way, therefore we use irrigation systems. Have you ever helped water plants?

**Mr. Farmer:** Also, I need to check my equipment today to make sure it is in good condition. I use a tractor with a plow to loosen the soil before I plant. I also use a planter. Do you know what a planter does? The planter hooks on the back of the tractor and makes rows, then drops seeds and then covers them.

**Mrs. Farmer:** Don’t forget the cultivator, honey. When weeds start to grow around the plants and between the rows the cultivator removes the weeds. Have you ever pulled weeds in a garden?

**Mr. Farmer:** As you can see we have a very busy day ahead of us. Farming requires long hours. I am glad we love our farm because we use our good work habits. Mrs. Farmer is busy planning the work to be done next week.

**Mrs. Farmer:** Whew! I love my chosen career. Well, let’s get to work. You all have a nice day.

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# Puppet Patterns/"A Day on a Farm"

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**(INSTRUCTIONS)**

1. Duplicate, color, and cut out the puppet patterns. You will need two copies of the mouth pattern.
2. Glue the hat on Mr. Farmer's head and then glue his face on the bottom of a bag. Glue Mrs. Farmer's face on the bottom of the other bag.
3. Glue a mouth under the bottom flap of each bag.
4. Draw clothing on Mr. and Mrs. Farmer with crayons or markers.
5. To "talk," put your hand inside the bag, bend four fingers to fit the folded flap in your hand and move your fingers to make the puppet's mouth open.

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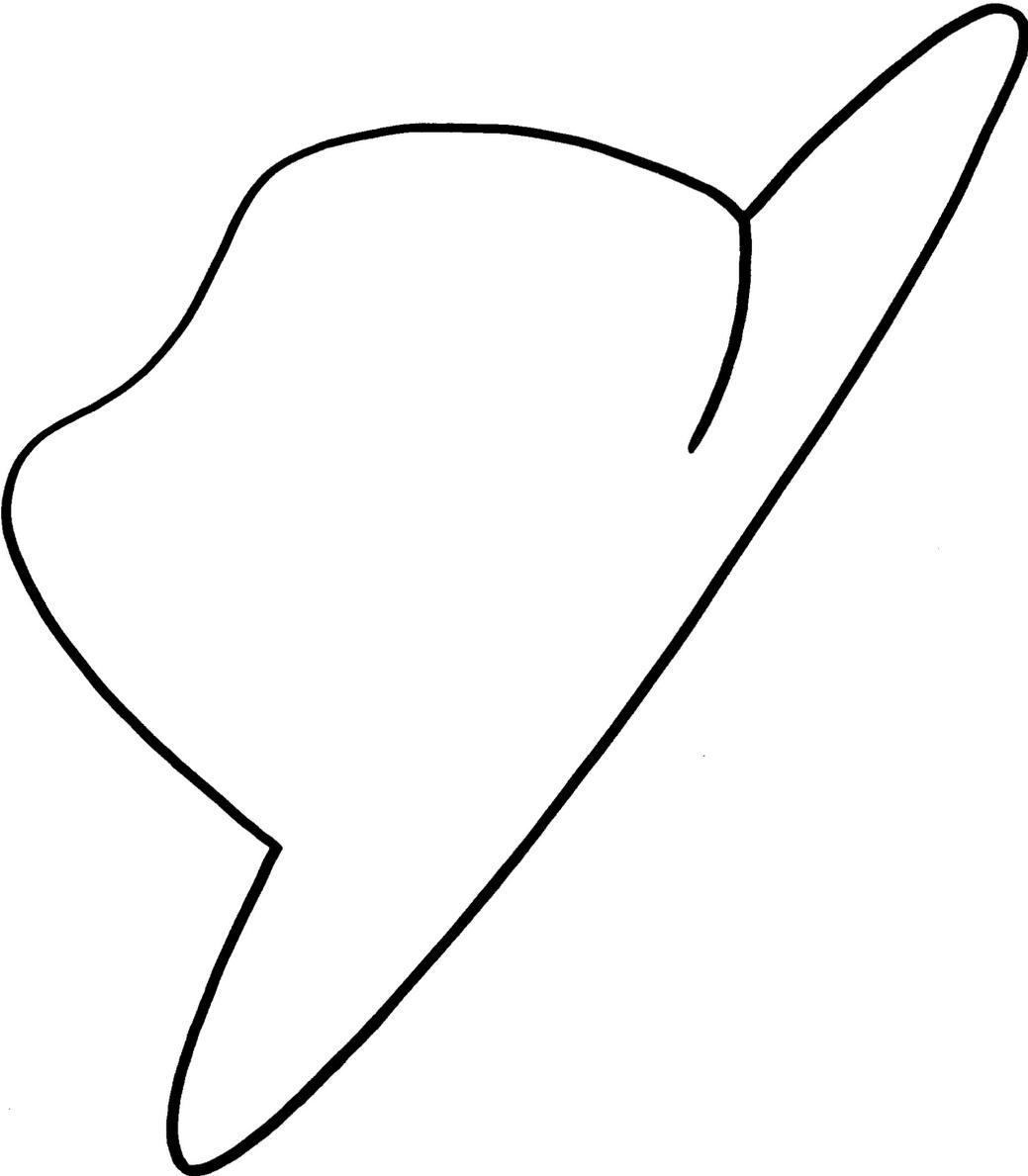
Mr. Farmer's Face



**PUPPET PATTERNS (CONTINUED)**

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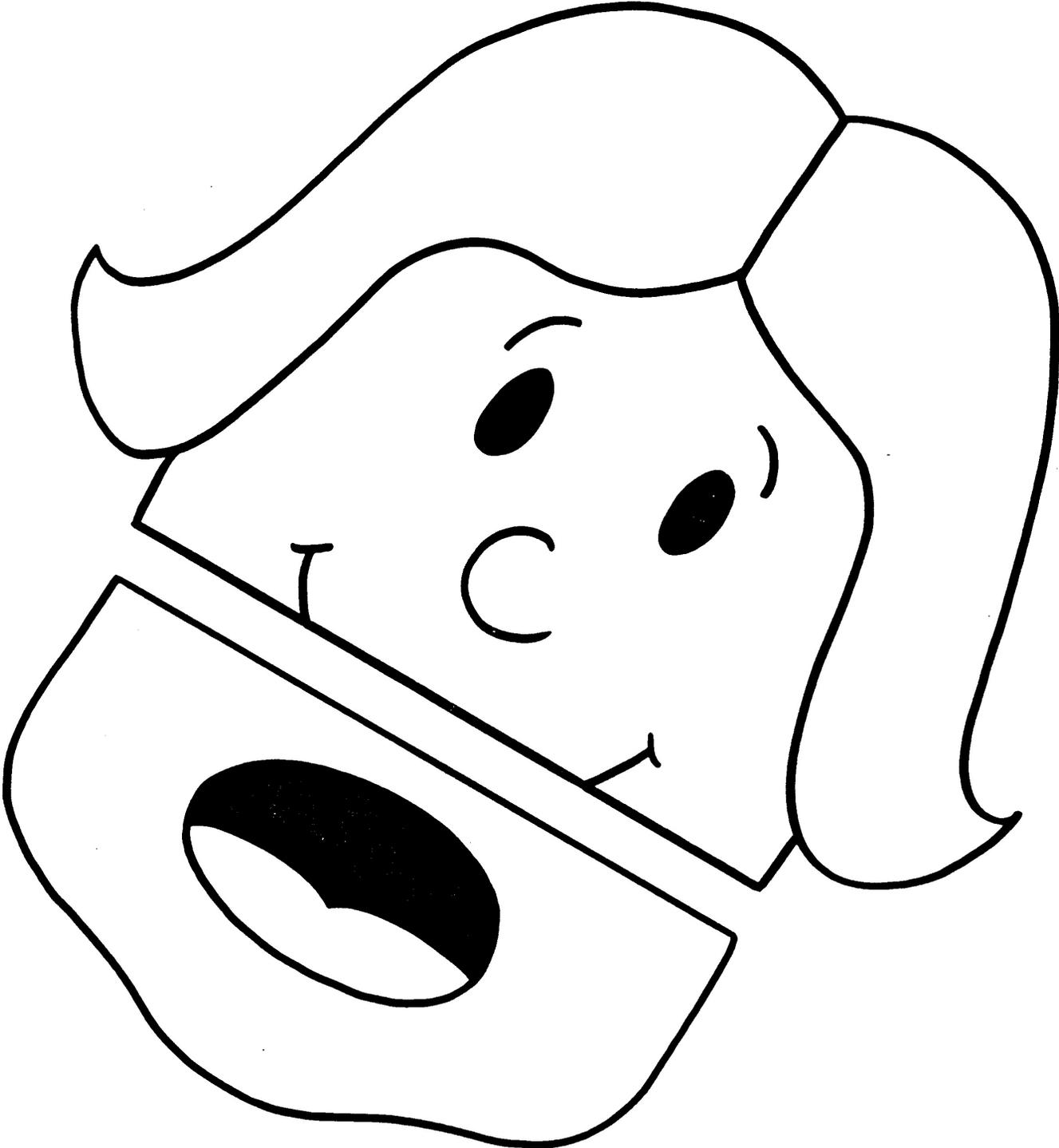
**Mr. Farmer's Hat**



**PUPPET PATTERNS (CONTINUED)**

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**Mrs. Farmer's Face**



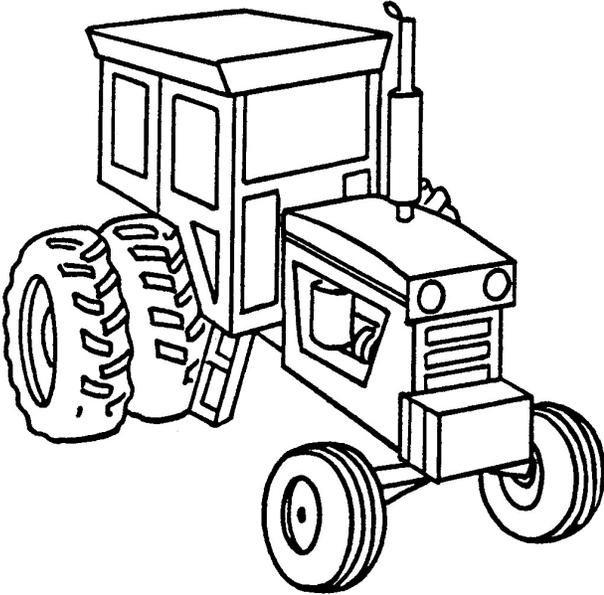
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**Mouth for Mr. and Mrs. Farmer**

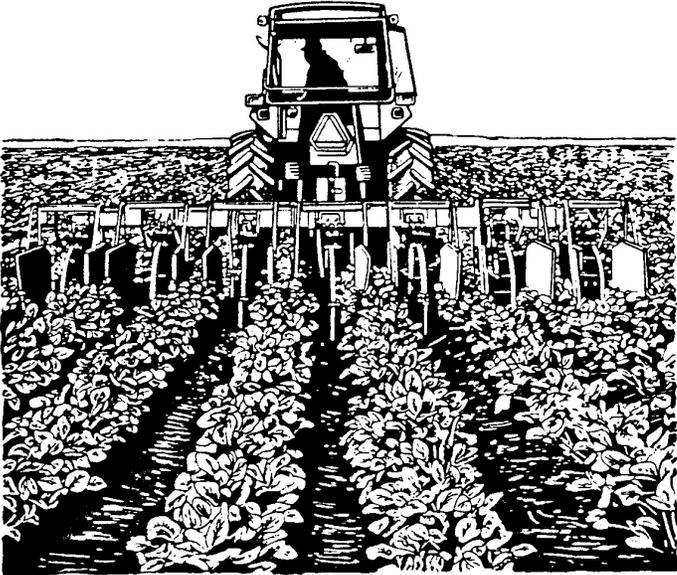
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# FARM MACHINES/SUPPLIES

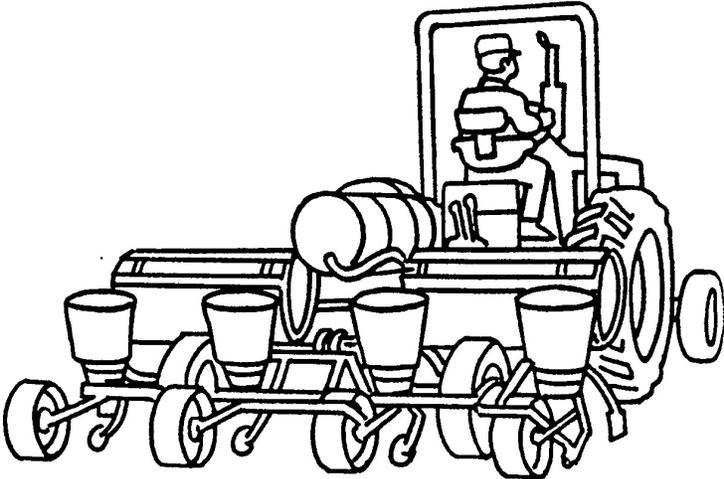
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**Tractor**



**Cultivator**



**Planter**