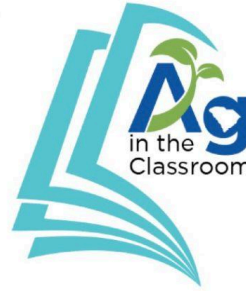




SPROUTS' MONTHLY BOOK



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January 2025 Monthly Book

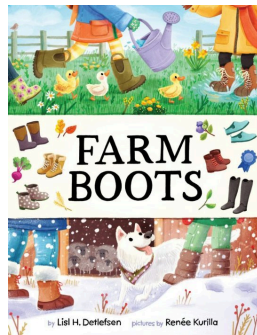
Farm Boots

Written by: Lisl H. Detlefsen

Illustrated by: Renee Kurilla

Grade Levels Suggested:

Lesson by: Allison Whiten



An adorable picture book for 4-8 year olds. A delightful romp around farms through the seasons – and the many types of boots needed to get the job done. Grab your boots it's time to explore life on a farm! In joyful verse, follow a diverse cast of families as they work together to care for crops and animals on their farms through spring, summer, fall, and winter. Follow farming families as they work and play in boots all year long. Whether it's springtime puddle-splashing, riding at the summer fair, or herding sheep into the barn in winter, there's a type of boot for every kind of weather and activity

Scan here for Lesson Slides!



Science Lesson

Grade Level:

- Kindergarten

Time length of the lesson:

- 1 hour

Standards Addressed:

- **Kindergarten**

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-2. Ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather.
- ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details
- ELA.K.C.9.1 Ask and answer questions in conversation on a topic.
- ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:
 - a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
 - b. consider the ideas of others while engaging in conversations.

Objective of the lesson:

- I can use and share observations of local weather conditions to describe patterns over time.

- I can ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather.
- I can use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.
- I can ask and answer questions in conversation on a topic.
- I can enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and consider the ideas of others while engaging in conversations.

National Agricultural Literacy Outcomes:

- T1.K-2
 - d. Provide examples of how weather patterns affect plant and animal growth for food
- T5.K-2
 - a. Discuss what a farmer does.

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper

Instructor procedure:

- The teacher will review the I can statements.
- The teacher will review vocabulary.
 - Weather: Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time.
 - Sunny
 - Rainy
 - Windy
 - Warm
 - Cold
 - Cloudy
 - Pattern: Similarities and differences between weather over a certain period of time.
 - Seasons: a period of the year with specific weather conditions, such as temperature, light, and patterns. The four seasons are spring, summer, fall, and winter.
- The teacher will guide students to make a [weather journal](#).

- Students will fill in their [weather journal](#)
- The teacher will read the book *Farm Boots* to the class.
- On each page the teacher will ask the students what season it is and what they think the weather is like on each page.
- The teacher will display the slide with the four seasons on the screen. The class will describe weather patterns for each season. The teacher will record it on the board or on an anchor chart.
- The teacher will ask the students if it is important for farmers to have good boots to work in. The teacher will ask students to explain why.
 - Possible prompts:
 - What if they wore flip flops?
 - What do they do as they work?
 - Do they have to work in all weather conditions?
 - Do they work in all seasons?
- The students will each get a set of [farm boots](#) on a piece of paper. The students will color and draw on the paper to decorate their boots according to a weather pattern of their choice. (sunny, snowy, rainy, etc.)
 - Students will be told that they need all white space colored in and have things that you may see in the particular weather pattern (ex. Muddy puddles for rain, snow for snow, etc.)
- After decorating their farm boots students will write on the [given paper](#) to explain the seasons and weather the farmer is in while wearing their boots.
- As students finish they can draw a farmer working in all four seasons. Write to explain what the farmer is doing.
- To close, the teacher will ask students to share with their neighbor how weather is important to farmers and they clothing/boot choices.

Assessment:

- **Assessments**
 - Informal:
 - Weather tracking in a [journal](#).
 - Questioning while reading
 - Formal
 - [Farm Boots Project](#)
- **Early finishers:**

- Draw a farmer working in all four seasons. Write to explain what the farmer is doing.
- Early finishers will use the [Ag in the Bitmoji Classroom](#)

Additional resources which enhance the lesson:

- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIscyk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**
 - [Make and Takes for Libraries and Easy Lessons to Accompany the Farm Boots Picture Book | Feeding Minds Press](#)
 - https://www.feedingmindspress.com/imgz/FarmBoots_ColoringSheets_p1.jpg
 - https://www.feedingmindspress.com/imgz/FarmBoots_ColoringSheets_p2.jpg
 - [boots worksheet - Clip Art Library](#)
 - [Farm Boots](#)
 -
- **Ag Mags:**
 - <https://store.agfoundation.org/search?q=ag+mag&options%5Bprefix%5D=last>
 - https://store.agfoundation.org/products/careers-ag-mag?_pos=2&_sid=a30896a8c&_ss=r
- **Resources:**
 - [Farm Boots Educator's Guide](#)
- **Books:**
 - [Growing Seasons | National Agriculture in the Classroom](#)
 - [I Can Read About Seasons | National Agriculture in the Classroom](#)
- **Additional Lesson Plans:**
 - https://www.agfoundation.org/files/Boots_Ed_Guide_final_Activity6_.pdf
 - [How Weather Impacts Farms | National Agriculture in the Classroom](#)

- [Four Seasons on a Farm | National Agriculture in the Classroom](#)
- [Bartering Through the Seasons | National Agriculture in the Classroom](#)
- [A Walnut Orchard Through the Seasons | National Agriculture in the Classroom](#)
- https://www.ncfb.org/wp-content/uploads/2024/01/Jan-2024_Farm-Boots.pdf
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [TOP COMMODITIES](#)
 - [Teacher Center | National Agriculture in the Classroom](#)
 - [Food & Farm Facts | South Carolina Farm Bureau](#)

Resources:

Weather Journal:

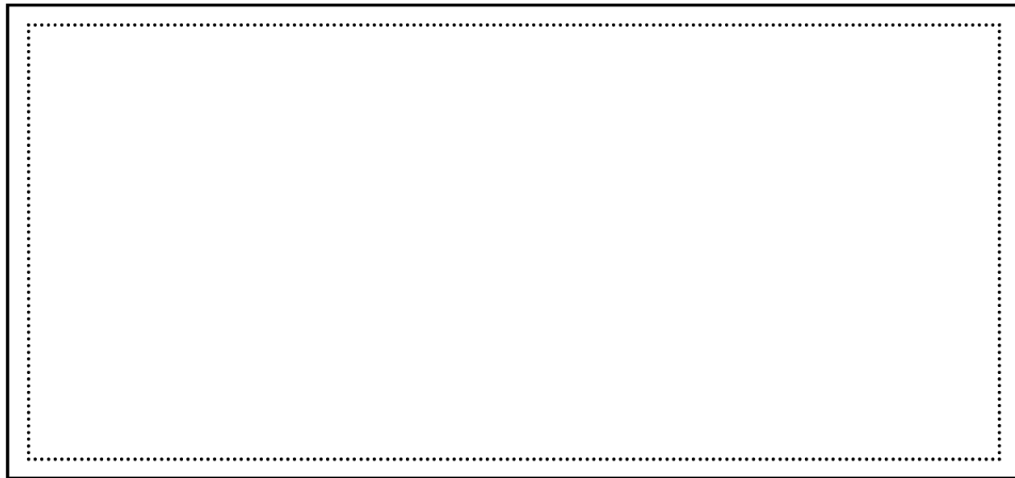
A black and white illustration of a spiral-bound notebook. The notebook is oriented vertically with the spiral binding on the left side. The cover is plain white with a thick black border. The text is centered on the cover.

My Weather Journal

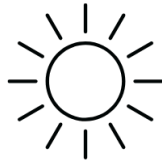
By: _____

Today's date is _____.

Draw a picture of today's weather.



Color the picture that describes today's weather.



What is today's temperature?

Farm Boots Project:

Name _____



Name _____

My farm boots are

in _____

weather.

My farm boots are

in the _____
_____.

My farm boots are

_____.

References:

Benchmarks related to agricultural literacy and academic ... National Agricultural Literacy Outcomes. (n.d.).

<https://cdn.agclassroom.org/nat/data/get/NALObooklet.pdf>

Standards. South Carolina Department of Education. (n.d.).

<https://ed.sc.gov/instruction/standards/>

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