

Grade K

## TRIP TO THE FIELD

### Georgia Performance Standards Covered:

- **ELACCKSL1** – Comprehension & Collaboration – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups
- **ELACCKSL2** – Comprehension & Collaboration – Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **ELACCKSL3** – Comprehension & Collaboration – Ask and answer questions in order to seek help, gather information, or clarify something that is not understood
- **ELACCKSL6** – Presentation of Knowledge and Ideas – Speak audibly and express thoughts, feelings, and ideas clearly
- **ELACCKW1** – Text Types and Purposes – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. “My favorite book is...”)
- **ELACCKW2** – Text Types and Purposes – Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information on the topic
- **ELACCKW8** – Research to Build and Present Knowledge – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- **SSKE1** – Economic Understandings – Describe the work that people do (baker, farmer, etc.)

### Essential Question:

What does a farmer do, and why is his/ her work important to our community?

### Objectives:

- Increase food literacy by seeing where food comes from
- Foster school-community relationship
- Provide additional context to the school garden
- Build speaking, listening & writing skills

### Key Words & Terms:

- Farm
- Local
- Field
- Community

### Abstract:

This lesson plan shows how a simple field trip to a local farm embodies kindergarten performance standards, encourages spontaneous experience-based learning, and connects children to their food community from an early age. Prior to the field trip students will read a book and engage in farm-related conversation. At the farm, they will practice their listening and speaking skills while learning about the farmer's work. Back in the classroom or school garden, students will draw on their experiences at the farm to complete several grade-level compositions.

### Materials:

- Farm-related book
- Field trip release forms
- Bus to fit the class/ grade level (or alternate transportation)
- Sunscreen & insect repellent
- Paper, pencil, and drawing instruments for each child
- Optional: musical instruments for the song activity

### Procedure:

#### *Preparing for the field trip –*

1. If available, read a farm book with pictures (e.g. Old MacDonald) either in the classroom or in the school garden.
2. Tell the students they will be visiting a farm to see where their food comes from and meet the people responsible for growing it. Explain that a farm is similar to the school garden in that it grows food to eat, but a farm is usually much larger and is responsible for providing food to a larger community. Tell them the name of farm they will be visiting, its location, and the food it produces.
3. Ask the students questions to engage their interest such as:
  - Have you ever been to a farm before? Do you know any farmers?
  - What have you heard about farmers (e.g. from parents, teachers, movies, TV, pictures)?
  - How are farmers important to our community?
  - Have you ever thought about being a farmer when you grow up?
4. Have students brainstorm the following questions in pairs, and then have the pairs share their ideas as a class. Keep a list and remind students of their questions on the day of the field trip. Questions to help them get started could be:
  - What do you want to know about a farmer's job and life?
  - What do you think he/ she does in typical day?
  - How do you think the farm will be similar to our school garden? How might it be different?
  - What are some other questions you want to ask the farmer?

*At the farm*

5. Ask the farmer to do a demonstration (e.g. show class how to harvest if it's harvest time, how to plant seeds or maintain crops, how irrigation system or a piece of machinery works).
6. (ELACCKSL3) Remind students of their questions to ask the farmer.
7. Optional: Ask farmer for a sample of his/her products to use in a class cooking activity the next day.

*Post- field trip activities*

8. Generate a class discussion. Ask students about their favorite parts of the field trip, what they learned that was new, what they didn't like, what they want to learn more about. See if they would be interested in visiting another farm, and if so, what kind?
9. Have them detail the demonstration to help prepare them for the writing activity, prompting them with specific questions (ELACCKSL2).
10. (ELACCKW1) Have students draw pictures of and describe what they think the best part of being a farmer is.
11. (ELACCKW2) Have students use pictures and words to recount one of the farmer's demonstrations (to retell how to harvest, plant, maintain, etc.).
12. (ELACCKW8) Re-write the song "Old MacDonald Had a Farm" as a class. Replace "Old MacDonald" with the name of the farmer you visited, and the original animals with the crops/ animals students saw on the farm visit (jog their memory before you start the activity). For the animal sounds, either repeat the crop/animal name or substitute a short descriptor. Be sure to include pets and wildlife seen on the farm as well!

Example:

Mrs. Jackie has a farm, E-I-E-I-O,  
And on her farm she has some kale, E-I-E-I-O,  
With a curly leaf here and a curly leaf there, here a leaf, there a leaf, everywhere  
some curly leaves.  
Mrs. Jackie has a farm, E-I-E-I-O.

Mrs. Jackie has a farm, E-I-E-I-O,  
And on her farm she has some hens, E-I-E-I-O,  
With a brown egg here and a brown egg there, here an egg, there an egg,  
everywhere some brown eggs.  
Mrs. Jackie has a farm, E-I-E-I-O.

Notes/ Tips:

1. Alternately, have a farmer come in as a guest speaker and have him/her do a demonstration of some kind and show pictures.
2. Use the Georgia Organics Local Food Guide to find a farmer near you. If your school participates in Harvest of the Month, ask the senior buyer in your school system from which farms the harvest of the month is being purchased and contact one of them.
3. Use the sample letter below to reach out and contact a potential farm for the field trip.

Dear (Mr./ Ms. \_\_\_\_\_),

My name is (\_\_\_\_\_), and I teach kindergarten at (\_\_\_\_\_ School). I have been focusing on incorporating garden-based learning and food literacy into the classroom (this year/ for several years), and I think a field trip to your farm would be an interesting new way to expand the context of our school garden to include the community. Plus, I know the kids would love seeing your work and hearing from a real-life farmer!

If you are open to receiving us, my colleagues and I were hoping to see a little action of whatever activity you have going on at the time of the visit. We would also love to have you or one of your co-workers speak with the students as a large group about your work at some point, if possible. I'm sure the students would love to help you out harvesting, weeding, or doing whatever you could use them for, too!

The other kindergarten teachers and I are very excited about the prospect of this trip. We are confident this experience would help deepen our students' understanding of and appreciation for where their food comes from and your important role as a producer in our community. Please let me know if this sounds like something you could accommodate or if you have any questions.

Thank you for your support,

(Signature)