

# Island Grown Schools Farm Unit

Unit Title: Farms

Grade: K-5

Essential Questions: Where does food come from? / What does a farmer do? / Why do we have farms?

<p style="text-align: center;"><b>Connections to IGS Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Appreciate the farming profession</li> <li>2. Recognize difference between the industrial food system and localized food systems</li> <li>3. Understand the connection between healthy soil, healthy plants, and healthy people</li> <li>4. Know that everyone can grow food</li> <li>5. Feel confident in making healthy food choices</li> </ol>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Unit Enduring Understandings:</p> <ol style="list-style-type: none"> <li>1. Students will understand the role farmers play in our community</li> <li>2. Students will understand why it is important to support our farmers</li> </ol> <p>Students will know:</p> <ol style="list-style-type: none"> <li>1. Where vegetables, meat and dairy come from</li> <li>2. What different farms on the island produce</li> <li>3. How seasons affect the work on the farm</li> </ol>
<p style="text-align: center;"><b>Connections to MA Frameworks/Common Core:</b></p> <p>Science: PreK-2 Life Science (LS) and Physical Science (PS) including:</p> <p>LS 1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.</p> <p>LS 3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.</p> <p>LS 4. Describe ways in which many plants and animals closely resemble their parents in observed appearance.</p> <p>LS 6. Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.</p> <p>LS 7. Recognize changes in appearance that animals and plants go</p>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>A. Identify farm animals and their products</li> <li>B. Utilize various farm products for their own needs</li> <li>C. Describe the various jobs of a farmer</li> <li>D. Compare the island farms</li> </ol>

through as the seasons change.

LS 8. Identify the ways in which an organism's habitat provides for its basic needs

PS 2. Objects and materials are solid, liquid, or gas. Solids have a definite shape; liquids and gases take the shape of their container.

Science: 3-5 Life Science (LS), and Physical Science (PS) including:

LS 1. Physical characteristics of plants and animals.

LS 3. Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.

LS 5. Observed characteristics of plants and animals can be fully inherited or they can be affected by the climate or environment.

PS 2. Solids, liquids, and gases have distinct properties.

Math (M): Counting and Cardinality (CC); Measurement and Data (MD); Operations and Algebraic Thinking (OA); Fractions (F).

Language Arts (LA): fiction, nonfiction, types of writing

Social Studies: History and Geography (HG), Economics (E)

## Evidence

Performance Tasks(s): <i>Specific activities we create for students, to engage in learning concepts...</i>	Evaluative Criteria
<ul style="list-style-type: none"> <li>* <i>Morning Meeting activities</i></li> <li>* <i>Journalling</i></li>   <li>* <i>Farm Research Booklet</i></li> <li>* <i>Research Fair</i></li>   <li>* <i>Creative farm projects</i></li> <li><i>Art (collages, painting, watercolor)</i></li> <li><i>Poetry (poetry booklets)</i></li> <li><i>Farm Plays</i></li> <li><i>Farm Songs</i></li> <li><i>Farm Maps</i></li> <li><i>Farm Games</i></li>   <li>* <i>Food-based activities</i></li>   <li>* <i>Create a Country Store</i></li>   <li>* <i>Family Farm Social</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Students are able to effectively communicate their learning through writing and drawing in their journals</i></li>   <li>* <i>Students carry the knowledge gained from their research of farm animals throughout the unit, on field trips, and in their writing</i></li>   <li>* <i>Students are able to make connections between the art, plays, poetry, and games, and their interactions with farm animals and farmers on the island</i></li>   <li>* <i>Students recognize the food items they are cooking and eating, from what they observe on the farm field trips, and from what is being grown in the school garden</i></li>   <li>* <i>Students make the connection between their classroom country store and the farmer’s market and grocery store</i></li>   <li>* <i>Students are able to connect their farm-based learning to their own lives, their family lifestyles and food choices</i></li> </ul>
<p>Non-activity based evidence: <i>Educators will be able to assess student learning by...</i></p> <ul style="list-style-type: none"> <li>* <i>”I wonder” questions</i></li> <li>* <i>Student behavior/food choices</i></li> <li>* <i>Discussions</i></li> <li>* <i>Feedback from families, parents</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Students use the framework of “I wonder” questions to compile deeper thinking into the subject of farms throughout the year</i></li> <li>* <i>Students make food choices based on their experiences growing, tasting, and learning about local food</i></li> <li>* <i>Students, with the teacher or with fellow students, engage in discussion about farms, farmers, and island food production</i></li> <li>* <i>Families engage with the material as a result of the students bringing their own thoughts and questions home from school.</i></li> </ul>

## Learning Plan

Code (link to IGS Enduring Understandings, Standards)	Learning Events: <i>Specific steps students will take in this unit, with and without IGS coordinator, in chronological order</i>	Notes to support learning event success:
IGS EU 1  IGS EU 1  LS 1, 3, 4, 5, 6, 7  LA  IGS EU 1, 3 IGS EU 4, 5 MD, F, CC PS 2 E MD IGS EU 1 HG MD, CC, F, OA IGS EU 5 HG, E  IGS EU 2 LS 7 LA  LA HG  LA H, G IGS EU 1 E IGS EU 4, 5	<p><u><i>In the Classroom</i></u></p> <ul style="list-style-type: none"> <li>* <i>The classroom transforms into a farm: students and teachers create a learning environment that mirrors their experiences outside of the classroom, on the farms</i></li> <li>- <i>Students compile a list of “chores” around the classroom, for which they are responsible. The calendar for the week displays the jobs, and they rotate</i></li> <li>- <i>Morning Meeting: students engage in greetings that are farm-based</i></li> <li>* <i>“What is a farm?”: Students create individual farm booklets. Come up with “I wonder” questions individually and as a class</i></li> <li>* <i>Students research a farm animal, independently or in pairs, and use their farm booklets to document their research</i></li> <li>- <i>Students create a display of their farm animal, using writing and art to introduce their animal to the class</i></li> <li>* <i>“Why do we have farms?”: Students explore the different uses for animals on farms</i></li> <li>* <i>Students use farm and garden products to make food (churn butter, make ice cream, make cheese, start sprouts, cook with garden produce)</i></li> <li>* <i>Students use farm products to make various items (woven potholders, felted necklaces, etc.)</i></li> <li>- <i>Students explore the evolution of island farms, and compare Colonial American farms with modern-day farms</i></li> <li>* <i>Students create a country store or farmer’s market in their classroom, and invite other classes to come and take part</i></li> </ul> <p><u><i>Field Trips</i></u></p> <ul style="list-style-type: none"> <li>- <i>Students visit farms throughout the year to observe the different chores and activities on a farm depending on the season</i></li> <li>- <i>Students create thank-you cards/poster for each farmer expressing what they learned about their farm</i></li> <li>- <i>Students create Venn Diagrams/tables comparing the farms they have visited</i></li> <li>- <i>Students create a map of the island with the farms they have visited</i></li> </ul> <p><u><i>Culminating Projects</i></u></p> <ul style="list-style-type: none"> <li>* <i>Students learn agricultural-themed poems, decorate and compile in their</i></li> </ul>	<p>Notes to support learning event success:</p> <ul style="list-style-type: none"> <li>* Throughout the unit, “farm” materials can be integrated into the space: bulletin boards, student artwork, blocks, painting center, tables names, farm alphabet</li> <li>* “Milk a cow” greeting, farm songs, idioms of the week/farm sayings</li> <li>* Farm booklets are used throughout the unit to document learning for students (writing, art, poetry)</li> <li>* Use animals that students will be visiting on farms</li> <li>* From Project Seasons, “Farm Barnyard”, p. 35; use this activity as a lead-in to farm field trips</li> <li>* Dairy activities should be in conjunction with field trips to Grey Barn and Mermaid Farm</li> <li>* Visit the MV Museum for students to see some historical artifacts of the first farms on the island</li> <li>* Students can “sell” items they made in class (both food and non-food)</li> <li>* Poems can be recited using</li> </ul>

	<p><i>farm booklets.</i></p> <ul style="list-style-type: none"><li>- <i>“How many hats does a farmer wear?” Students are assigned a specific role of a farmer, and produce a play that describes the different jobs of a farmer</i></li><li>- <i>Farm Social/Barnyard Dance: families are invited into the farm classroom, bringing with them items from their own gardens/farms/community, and celebrate island farms together with a local feast. Students perform their poems, their play, and present their farm booklets to their families.</i></li></ul>	<p>finger plays, especially with younger students</p>
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<b>Materials:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>- Farm Barnyard: variety of containers that represent animal products (egg carton, milk jug, butter container, box of chicken nuggets); index cards w/picture of a farm animal and string to hang around neck</li> <li>- Felting: small ziploc bags, batting, warm soapy water</li> <li>- Farm booklets</li> <li>- Farm materials for the classroom</li> </ul>	<p><b>Books:</b>  <u>Project Seasons</u>, Shelburne Farms  <u>Make Way for Ducklings</u>, by Robert McCloskey  <u>Chickens Aren't the Only Ones</u>, by Ruth Heller  <u>Farm Anatomy</u>, by Julia Rothman</p> <p><b>Community resource people:</b>  Island Farmers:  Allen Farm, Beetlebung Farm, Flat Point Farm, Grey Barn, Mermaid Farm, Native Earth Teaching Farm, North Tabor Farm, FARM Institute  MV Museum</p> <p><b>Websites:</b>  For farm field trip outlines:  Shelburne Farms Field Trips  (<a href="http://www.shelburnefarms.org/educationprograms/fieldtrips.shtml">http://www.shelburnefarms.org/educationprograms/fieldtrips.shtml</a>)  Billings Farm Field Trips  (<a href="http://www.billingsfarm.org/assets/pdf/ed_broch_2011_12.pdf">http://www.billingsfarm.org/assets/pdf/ed_broch_2011_12.pdf</a>)</p>