



Domain Review



Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. The following activities have been provided to help prepare students for the Domain Assessment.

You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's and a shepherd's jobs
- ✓ Identify animals found on farms and the sounds animals make
- ✓ Identify buildings found on farms
- ✓ Identify machines and tools of farming
- ✓ Demonstrate familiarity with the songs "Bingo" and "Old MacDonald Had a Farm"
- ✓ Identify needs of farm animals: food, water, and space to live and grow
- ✓ Describe how farm animal babies need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise animals
- ✓ Identify foods that come from animals
- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food
- ✓ Describe how some food comes from farms as crops
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting

- ✓ Describe how farmers protect their crops from drought and pests
- ✓ Sequence events of crops from farm to store (planted, harvested, transported, packaged)

Review Activities

Image Review

Show the images from any read-aloud again, and have students retell information from the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–22

In your hand, hold image cards 1–22 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for an egg, a student may say, “The farmer collects me from the hens.” The rest of the class will guess what object is being described. Proceed to another card when the correct answer has been given.

T-Chart of Foods

Materials: Chart paper, chalkboard, or whiteboard

Make a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one side “Crops.” Label the other side “Animals.” Have students name the foods they ate for breakfast and try to identify if the food came from a crop or an animal. Write the names (or draw pictures) of the foods in the correct column on the chart. You may expand the activity to include lunch and/or dinner.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *harvest*. Have them brainstorm everything that comes to mind when they hear the word, such as, *autumn*, *picking apples*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I had to do all the work to make some bread. Who am I?
(the little red hen)
- I work to keep pests away from my crops. Who am I? (a farmer)
- I carry food from farms to stores. What am I? (a truck)
- I am grown on farms to become food for animals and people.
What am I? (crops)
- I make farm work much easier by pulling machines to plant and
harvest crops. What am I? (a tractor)