# SPROUTS' MONTHLY BOOK

**SC Farm Bureau**
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**January 2026 Monthly Book**

*Seasons on the Farm*

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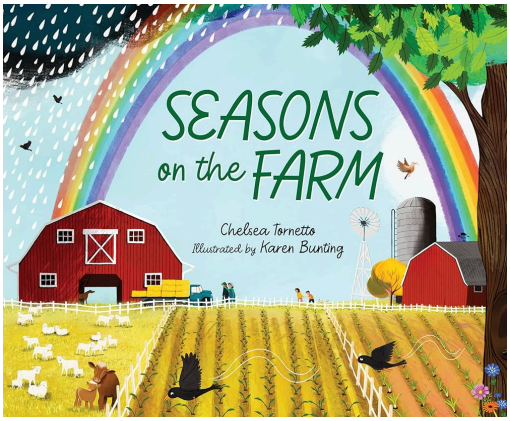
Grade Levels Suggested: Kindergarten

Lesson by: Allison Whiten




On a farm, each season arrives with new jobs to do—crops to plant, animals to tend to, and fields to harvest. Readers get an insider's look at what spring, summer, fall, and winter look like on a family farm, from adorable baby animals to rumbling tractors and pumpkins to pies. This sweet, rhyming story is perfect for young readers, whether their home is on a farm or not!

Scan here for Lesson Slides!

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# 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.

**Objective of the lesson:**

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

**National Agricultural Literacy Outcomes:**

- Describe the importance of soil and water in raising crops and livestock. (T1.K-2.b)
- Provide examples of how weather patterns affect plant and animal growth for food. (T1.K-2.d)
- Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming. (T2.K-2.e)

**Materials list:**

- Computer
- Projecting screen
- Pencil
- Paper
- Weather Observations Sheet

**Instructor procedure:**

- The teacher will read the I can statements:
    - I can use observations of local weather conditions to describe patterns over time.
    - I can share observations of local weather conditions to describe patterns over time.
- The teacher will review the vocabulary:
    - Season: one of the four main parts of the year (Spring, Summer, Fall/Autumn, Winter) that has its own special weather, like warm

and sunny summer or cold and snowy winter, and different amounts of daylight
    - Weather: the combination of Sunlight, wind, snow, or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (2025)
    - Pattern: a predictable, repeating design or sequence
    - Local: nearby or in your own neighborhood
    - Observable: something you can see, hear, touch, taste, or smell
    - Predict: to make a smart guess about what will happen next by using clues
    - Temperature: a way to measure how hot or cold something is, like the air outside or your body, using a tool called a thermometer that shows numbers in degrees
- The teacher will ask students the following questions to collaborate and create a Seasons Anchor Chart, or will type students' thoughts in the slide.
    - How does the temperature feel in ___ season? Is it hot, cold, warm, or chilly?
    - What does the weather look like in ___ season? Is it sunny, cloudy, rainy, or snowy?
    - What do we notice about plants and animals when the weather is like this?
- The teacher will read *Seasons on the Farm*
- After reading, the teacher will ask the students if they have additional information to add to their anchor chart.
- The teacher will open the following link and project it for the class to see.
- The teacher will explain that the first column is the average temperature, the next is the minimum temperature, the next is the maximum temperature, and then the precipitation.
- The teacher will model how to examine the weather data from the graph to identify patterns for the seasons and make a prediction for the upcoming months.
    - The teacher will use the following sentence stems as they speak in order to model how to respond in complete sentences.

        - I/we observe (notice) the pattern of _____ so tomorrow I/we predict _____.
        - The pattern in the data helps me/us show that _____.
        - Counting and making graphs could help me/us to identify patterns of _____ in the data.
        - The pattern of _____ is changing over time.
        - _____ is the same as _____.
        - _____ is different from _____.
        - This week I/we observed _____ I/we predict _____ for next week.
        - The temperature this week is getting warmer/colder so tomorrow I/we predict _____ because _____.
- The students will tell their partner what they notice about the weather data using the sentence stems.
- The students will share with the class what their partner shared with them.
- Students will independently fill out the Weather Observations sheet.
    - This can be done over multiple days or weeks to create a booklet that shows the pattern over a longer time frame.
    - The teacher will model if needed.
- The students will complete an exit ticket, making a prediction of what they believe the weather will be like tomorrow based on the South Carolina Weather Data. Students will be able to use the following sentence stems.
    - I/we observe (notice) the pattern of _____ so tomorrow I/we predict _____.
    - The pattern in the data helps me/us show that _____.
    - Counting and making graphs could help me/us to identify patterns of _____ in the data.
    - The pattern of _____ is changing over time.
    - _____ is the same as _____.
    - _____ is different from _____.
    - This week I/we observed _____ I/we predict _____ for next week.
    - The temperature this week is getting warmer/colder so tomorrow I/we predict _____ because _____.

**Assessment:**

- **Assessments**
    - Informal:
        - Listening to students' thoughts as they collaborated to add information to the anchor chart.
        - Sharing predictions as a class.
        - The students will complete an exit ticket, making a prediction of what they believe the weather will be like tomorrow based on the South Carolina Weather Data. Students will be able to use the following sentence stems.
    - Formal
        - Students will fill out the Weather Observations sheet
            - This can be done over multiple days or weeks to create a booklet that shows the pattern over a longer time frame.
- **Activities:**
    - Weather Wisdoms – Curriculum Matrix | National Agriculture in the Classroom
- **Ag Mags:**
    - Fall Foods Ag Mag | American Farm Bureau Foundation for Agriculture
- **Resources:**
    - Common Questions About Agriculture
    - Weather Harvest Game – Curriculum Matrix | National Agriculture in the Classroom
    - AgBadging Field Guide – Curriculum Matrix | National Agriculture in the Classroom
    - How Does Weather Affect Farming? | American Farm Bureau Foundation for Agriculture
- **Books**:
    - An Apple Tree Through the Year – Curriculum Matrix | National Agriculture in the Classroom

    - Farm Boots – Curriculum Matrix | National Agriculture in the Classroom
    - It Feels Like Snow – Curriculum Matrix | National Agriculture in the Classroom
    - Weather Words and What They Mean – Curriculum Matrix | National Agriculture in the Classroom
    - I Can Read About Seasons | American Farm Bureau Foundation for Agriculture
- **Additional Lesson Plans:**
    - Four Seasons on a Farm – Curriculum Matrix | National Agriculture in the Classroom
    - A Walnut Orchard Through the Seasons – Curriculum Matrix | National Agriculture in the Classroom
    - January 2025 Monthly Book
    - Seasons on a Farm lesson plan - Growing Minds
- **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 OBSERVATIONS

The weather today looks:

Today's date is:

Color the weather today:

When I go outside, It feels: (hot, warm, cool, cold, freezing)

The temperature is:

The time is:

What else have you observed about the weather today?

**References:**


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