

### Kentucky Academic Standards

### **SCIENCE**

K-ESS3 Earth and Human Activity

K-LS1 From Molecules to Organisms: Structures and Processes

1-LS1-1 From Molecules to Organisms: Structures and Processes

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

#### **ELA**

Writing, Listening, Comprehension

### **TECHNOLOGY**

1.1 Students use reference tools...to find the information they need to meet specific demands, explore interests, or solve specific problems.

### Field Trip #5 - PRIMARY ACTIVITIES

### The Beef on Cattle Farms

#### **MAIN IDEAS**

- Kentucky farmers raise more beef cattle than any other state east of the Mississippi River.
- Beef calves can be born in the spring or the fall. Farmers manage their herds this way so beef is available all year.
- Beef cattle have inherited traits that allow them to produce more meat than cattle used to produce milk (dairy cattle).
- Beef cattle feed on plant foods to grow and provide food for humans.
- Beef cattle provide natural, renewable resources used in many nonfood items.

### BEFORE WATCHING THE VIDEO ICEBREAKER ACTIVTY: How is a Cow a Cow? (K-2)

How do you know a cow is a cow?

OPTION 1: Have the students describe a cow (female bovine) in their own words or by using similes. *This could be a writing exercise*. Draw, if you like, what they are describing in the front of the room.

OPTION 2: Provide the following description of a cow. Have the students draw their interpretation and see if anyone can guess that their animal is a cow along the way.

- 1. This animal has a body like a wide barrel, lying on its side.
- 2. This animal has 4 legs, each like a baseball bat.
- 3. This animal has a neck like a tree stump.
- 4. This animal has a head like a plastic cup, bottom side out.
- 5. This animal has ears like footballs.
- 6. This animal has a tail like a snake with a beard.
- 7. Some have horns, some do not.
- 8. Some give milk, when you pull on their four spouts.

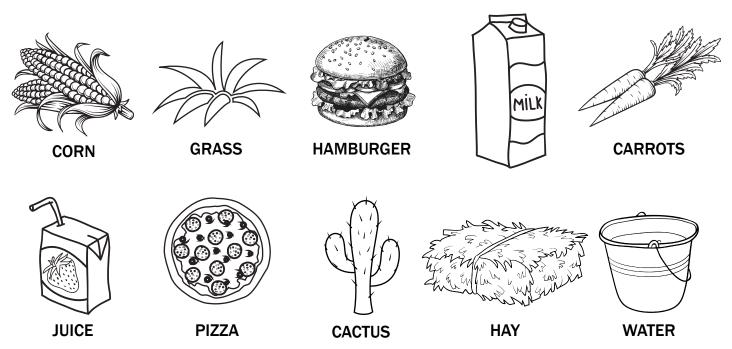
**THEN**, have the students watch the beef video that can be found at and provide one or more of the following worksheets.



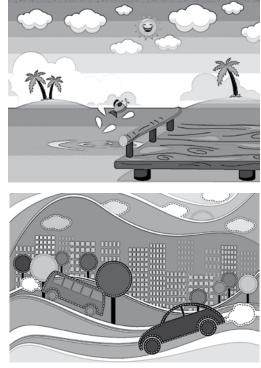
Field Trip #5 - PRIMARY ACTIVITY

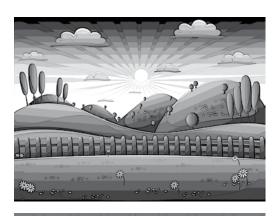
# The Beef on Cattle Farms

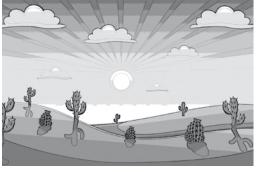
WHAT DOES A COW EAT and DRINK? - Color or circle the pictures of things that a cow can eat and drink to be healthy.



### WHERE DOES A COW LIVE? - Place an X on the places that a cow does not live. Why not?





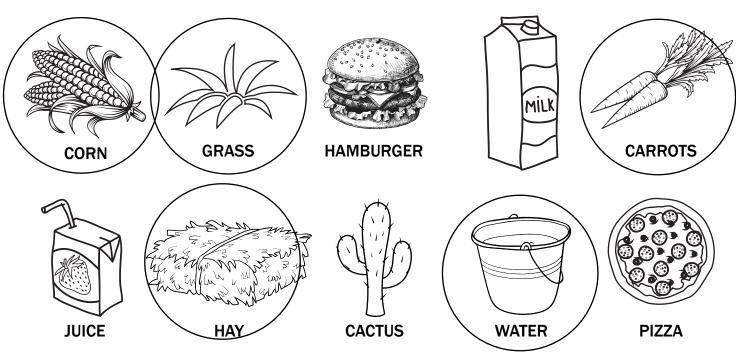




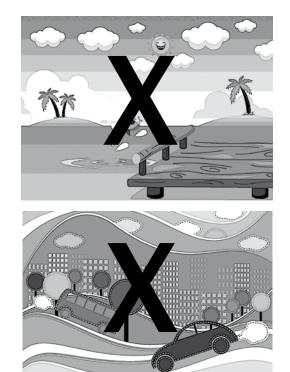
Field Trip #5 - PRIMARY ACTIVITY ANSWER KEY

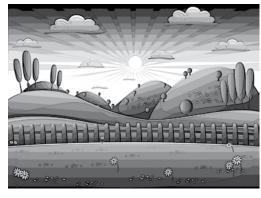
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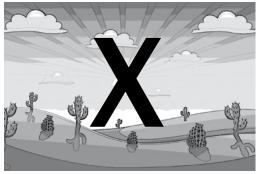
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### WHERE DOES A COW LIVE? - Place an X on the places that a cow does not live. Why not?









Field Trip #5 - PRIMARY ACTIVITY

## The Beef on Cattle Farms

**Form to Function** - Follow the directions below to decide what body parts help a cow be a cow.

Color the body part <u>yellow</u> that helps a cow eat food.

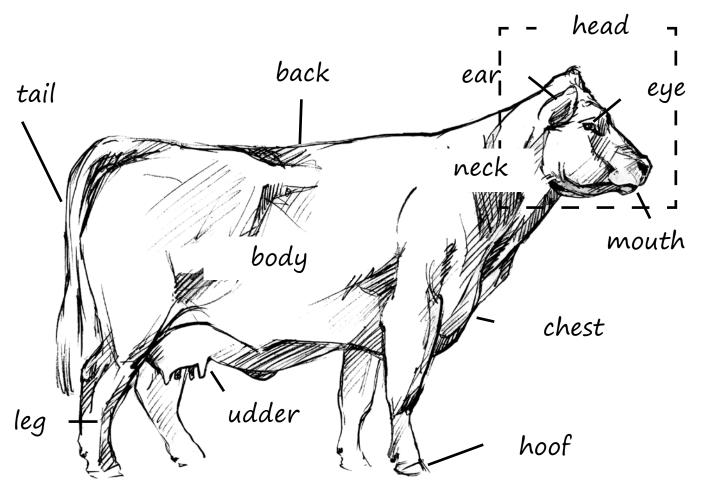
Color the body part green that helps a cow get rid of flies.

Color the body part pink that makes milk for calves to drink.

Color the body parts <u>blue</u> that help a cow sense danger.

Color the body parts brown that help a cow move to find food.

Cirlce the parts that a cow uses to defend herself from danger.





Field Trip #5 - PRIMARY ACTIVITY ANSWER KEY

# The Beef on Cattle Farms

**Form to Function** - Follow the directions below to decide what body parts help a cow be a cow.

Color the body part <u>yellow</u> that helps a cow eat food.

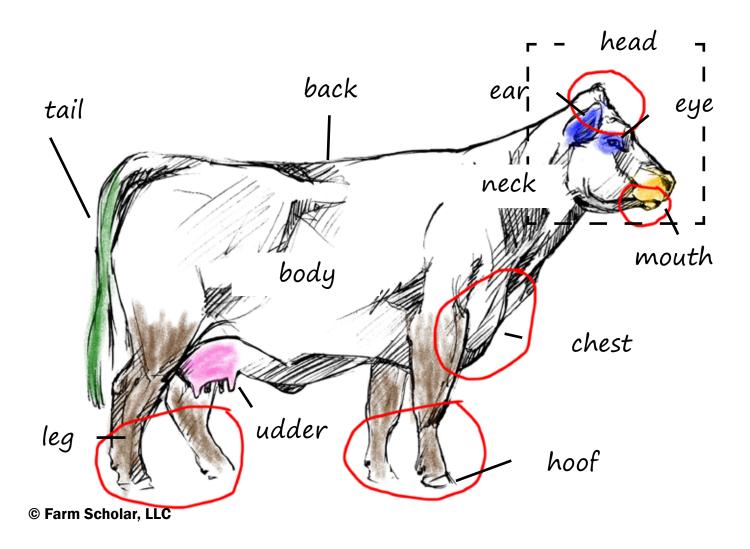
Color the body part green that helps a cow get rid of flies.

Color the body part pink that makes milk for calves to drink.

Color the body parts blue that help a cow sense danger.

Color the body parts brown that help a cow move to find food.

<u>Cirlce the parts in red</u> that a cow uses to defend herself from danger.

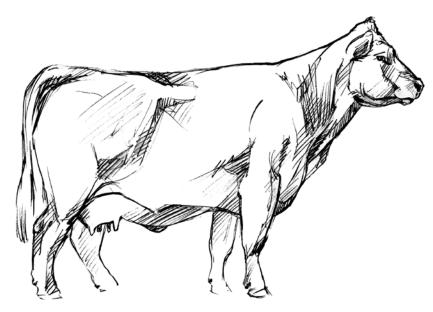




Field Trip #5 - GRADE 2 ACTIVITY

## The Beef on Cattle Farms

**How is a cow a cow?** - Decide which of the different labels on the left identify a cow by circling the answer. Then draw a line to the best statement on the left that explains why.



- 1. LIVING or NON-LIVING
- 2. PLANT or ANIMAL
- 3. BACKBONE or NO-BACKBONE
- 4. BIRD, MAMMAL or REPTILE

- a. A cow must eat food for energy.
- b. A cow produces milk for its young.
- c. A cow breathes air and moves.
- d. A cow has a skeleton.

Writing Assignment: Pick your favorite animal and write 3 sentences that compares that animal to a cow.

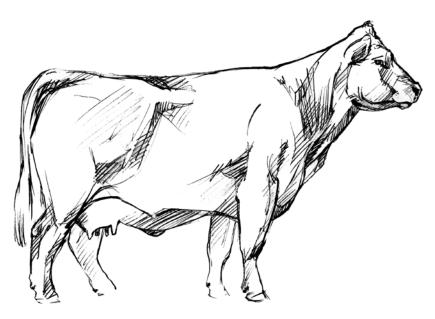
- 1. How is your animal similar to a cow? \_\_\_\_\_\_
- 2. How is your animal different than a cow? \_\_\_\_\_
- 3. Could your animal and a cow live in the same place? Why or why not?\_\_\_\_\_



Field Trip #5 - GRADE 2 ACTIVITY ANSWER KEY

# The Beef on Cattle Farms

**How is a cow a cow?** - Decide which of the different labels on the left identify a cow by circling the answer. Then draw a line to the best statement on the left that explains why.



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2. PLANT of ANIMAL	b. A cow produces milk for its young.
3. BACKBONE or NO-BACKBONE	c. A cow breathes air and moves.
4. BIRD, MAMMAL or REPTILE	d. A cow has a skeleton.
Writing Assignment: Pick your favorite animal and write 3 sentences that compares that animal to a cow.	
1. How is your animal similar to a cow?	
2. How is your animal different than a cow?	
3. Could your animal and a cow live in the same	place? Why or why not?



Field Trip #5 - GRADE 2 ACTIVITIES

# The Beef on Cattle Farms

Watch the video and CIRCLE or COLOR all the items we make with ingredients from cows. Then color the rest of the items. They all have cow ingredients! OPTIONAL: Write these items in alphabetical order on another sheet of paper.

