



# The Book Planter



## Ag in the Classroom

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### *Farm Boots*

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A delightful romp around farms through the season—and the many types of boots that are needed to get the job done. In this book, you will follow farm families as they work and play in boots all year long. Whether it's springtime puddle-splashing, riding at the summer fair, or herding sheep into the barn in winter, there's a type of boot for every kind of weather and activity. Each season brings adorable farm animals, farming equipment, and of course boots in this exploration of farm and country life.

## Activity 1: These Boots Were Made For...<sup>2</sup>

### Materials Needed

- *Boot Picture Cards* (attached to the end of this Activity Sheet)
- *Boot Purpose Cards* (attached to the end of this Activity Sheet)

### Procedures

1. Teacher prep: Make copies of the *Boot Picture Cards*, and the *Boot Purpose Cards*. Print enough *Boot Purpose Cards* for each student to have one purpose card (it is okay if some students have the same card), but you only need one set of picture cards.
2. Show students the cover of *Farm Boots* and ask, "Why are they wearing different boots in the top and bottom pictures?" Answers may include: different weather, different work being done, etc.
3. Read *Farm Boots*. After, review the six main types of boots from the story, and their purpose.
4. Place the *Boot Picture Cards* around the classroom. Put the *Boot Purpose Cards* in a basket, and let the student select one.
5. Allow students to locate the *Boot Picture Card* that matches their *Purpose Card*. Tell them to stand by the picture card.
6. Ask for one student at each *Boot Picture Card* to read their *Purpose Card* to the rest of the class.
7. Repeat the game as time allows.
8. Extension:

- Poll students about their favorite type of boot and let them create a graph to represent the data.
- Select a pair of boots from the story and write a short story from the boot's perspective about their day.

### Activity 2: Farm Boots<sup>1</sup>

1. Set up: Print enough copies of the *Boot Templates* for the entire class (boot templates are attached at the end of this activity sheet).
2. Read through the [NC Careers Ag Mag](#) to learn about the different types of jobs in the agriculture industry.
3. Read *Farm Boots* by Lisl H. Detlefsen to capture student interest and talk about all of the different jobs farmers and ranchers have to do. Talk about the type of boots that are appropriate for that type of job and the reasons why. If you did **Activity 1** (These Boots Were Made For...), review the uses for the four boots discussed—Cowboy Boots, Rubber Boots, Work Boots, Snow Boots.
4. Have students choose which boots they are interested in. Give students time to design and color the boot they choose.
5. On the lines below their boots, have them write what type of work they are doing in that type of boot. They can make up a story or they can describe work they have done if they have the boots.
6. Reflect as a whole class. Pair students together and have them share their boots with each other, or set up a gallery walk for all of the students.
7. Extension:
  - Besides boots, what other type of clothing would they wear for different occasions?
  - Have students share their stories and compare the work they would do in their new boots. Is anyone doing the same work? Is anyone wearing the same boots but doing different work?
  - Invite a local farmer to your classroom to talk about all the jobs they do throughout the year and why it's important to have the correct footwear for these jobs.
  - The agriculture industry is made up of many other jobs besides farming. Use the [NC Careers Ag Mag](#) to learn how broad the ag industry is. Do they all wear the same type of boots? Why or why not?

### Activity 3: How Weather Impacts Farms<sup>3</sup>

#### Materials Needed

- [Severe Weather Information Sheet](#)

#### Procedures

1. Start by asking students to recall the different types of weather they saw in the book *Farm Boots*. Make a list for the class on the board. Ask if there are any types of weather missing,

such as severe weather. (Other answers could include weather extremes such as tornados, hail, wind, drought, etc. Refer to the list below.)

2. Have students consider how weather conditions can affect farms.
3. Organize the students into six groups. Assign each group a type of severe weather and provide them with a [Severe Weather Information Sheet](#) that correlates with their assigned type of weather. Have the groups go through the reading, watch the weather video, and create a weather report to warn farmers and ranchers about the weather event.
  - Flooding: [Farmers Wait for Dry Weather](#)
  - Extreme Cold: [How Farmers Protect Crops Against Winter Weather](#)
  - Hot and Dry: [Hot, Dry Weather Takes Toll on Farm Animals](#)
  - Wind: [Iowa Farmers Face Aftermath of Powerful Derecho Windstorm](#)
  - Hail: [Area Farm Crops Damaged by Severe Weather](#)
  - Tornado: [Tornado Smacks Iowa Farm](#)
4. Weather reports can be performed live for the class or recorded. The report should describe the weather event, what to expect, and how farmers can prepare.
  - Extension: Students can choose how different farms and ranches are impacted. For example, a corn farmer might prepare differently than a greenhouse grower.
5. Allow time for the groups to share their weather reports with the class.
6. Discuss the impacts of weather to farms and how detailed forecasting can help farmers know what to expect and prepare for severe weather.

## Sources

1. <https://www.agintheclassroom.org/media/ud5kwifu/farm-boots.pdf>
2. American Farm Bureau Foundation for Agriculture. (2023). *Farm Boots Educator's Guide*.
3. <https://agclassroom.org/matrix/lesson/786/>

## K-5 Subject Areas: English Language Arts, Math, and Science

### English Language Arts (Reading and Writing)

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- W.1.5 Participate in shared research and writing projects.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
- RI.2.7 Explain how specific images contribute to and clarify a text.
- W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- W.2.5 Participate in shared research and writing projects.
- W.2.6 Recall information from experiences or gather information from provided sources to answer a question.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- W.3.5 Conduct short research projects that build knowledge about a topic.
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Math

- NC.4.MD.4 Represent and interpret data using whole numbers. • Collect data by asking a question that yields numerical data. • Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. • Determine whether a survey question will yield categorical or numerical data.

#### Science

- ESS.K.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.
- LS.1.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.
- ESS.2.1 Understand patterns of weather and factors that affect weather.
- LS.3.3 Understand how environmental factors aid in the survival of plants.
- LS.4.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

# These Rubber Boots Belong To:

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Describe the work you will do in your new boots:

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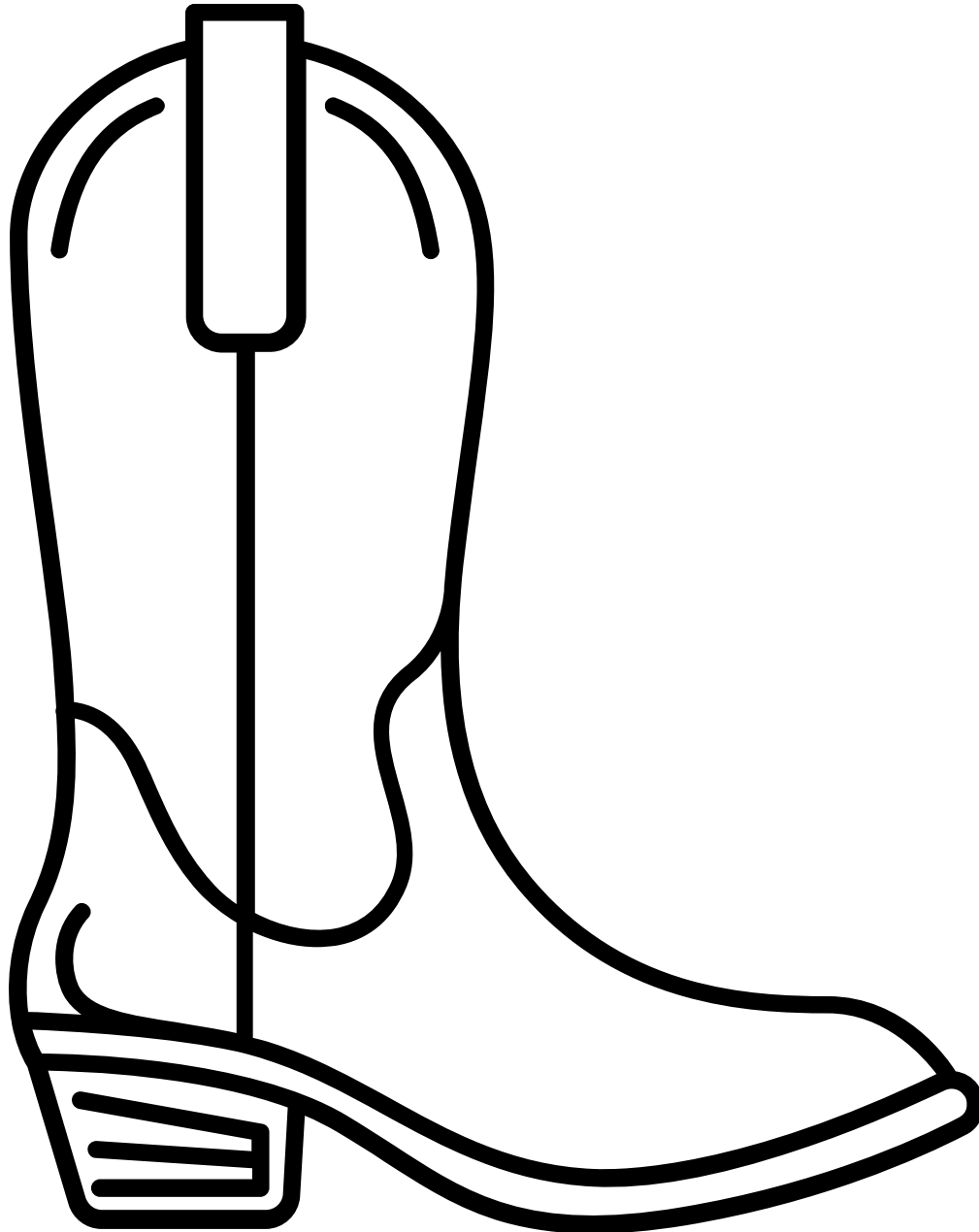
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# These Cowboy Boots Belong To:

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Describe the work you will do in your new boots:

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# These Work Boots Belong To:

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Describe the work you will do in your new boots:

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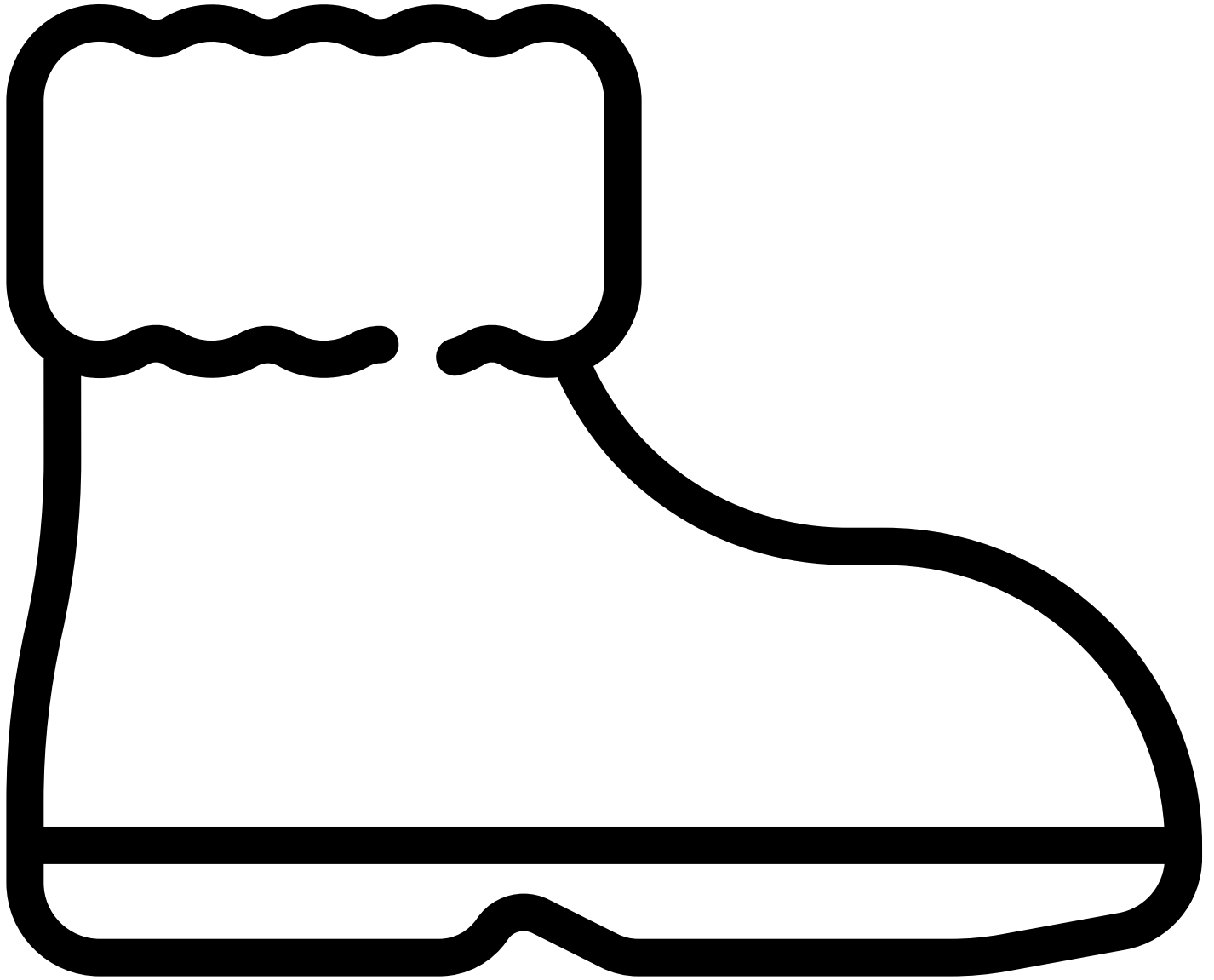
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# These Snow Boots Belong To:

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Describe the work you will do in your new boots:

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Rubber  
Boots



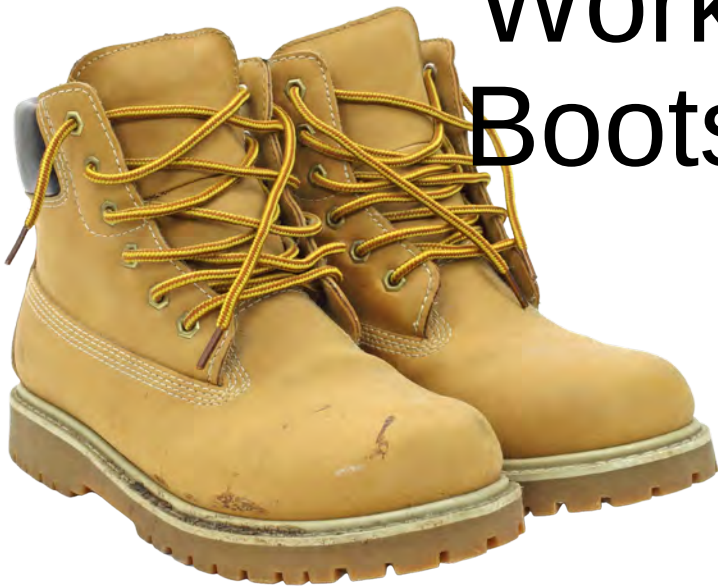
Hip  
Boots

Ankle  
Boots



Riding  
Boots

Work  
Boots



Snow  
Boots

A low boot that comes to ankle, or just covers it. Used when you don't need a lot of protection.

A waterproof boot that covers your entire leg, right up to the hips! Used when working in or around a lot of water.

A tall leather boot, usually shiny and black. Used for riding, showing, or working with animals, like horses.

A waterproof boot with good treads to prevent slipping. Used when working around water and mud to keep feet warm and dry.

A warm, waterproof boot insulated boot with good traction. Used to keep feet warm and dry in cold and snowy conditions.

A boot with special lining, like steel, in the toes. Used to protect toes when working with animals and heavy objects.