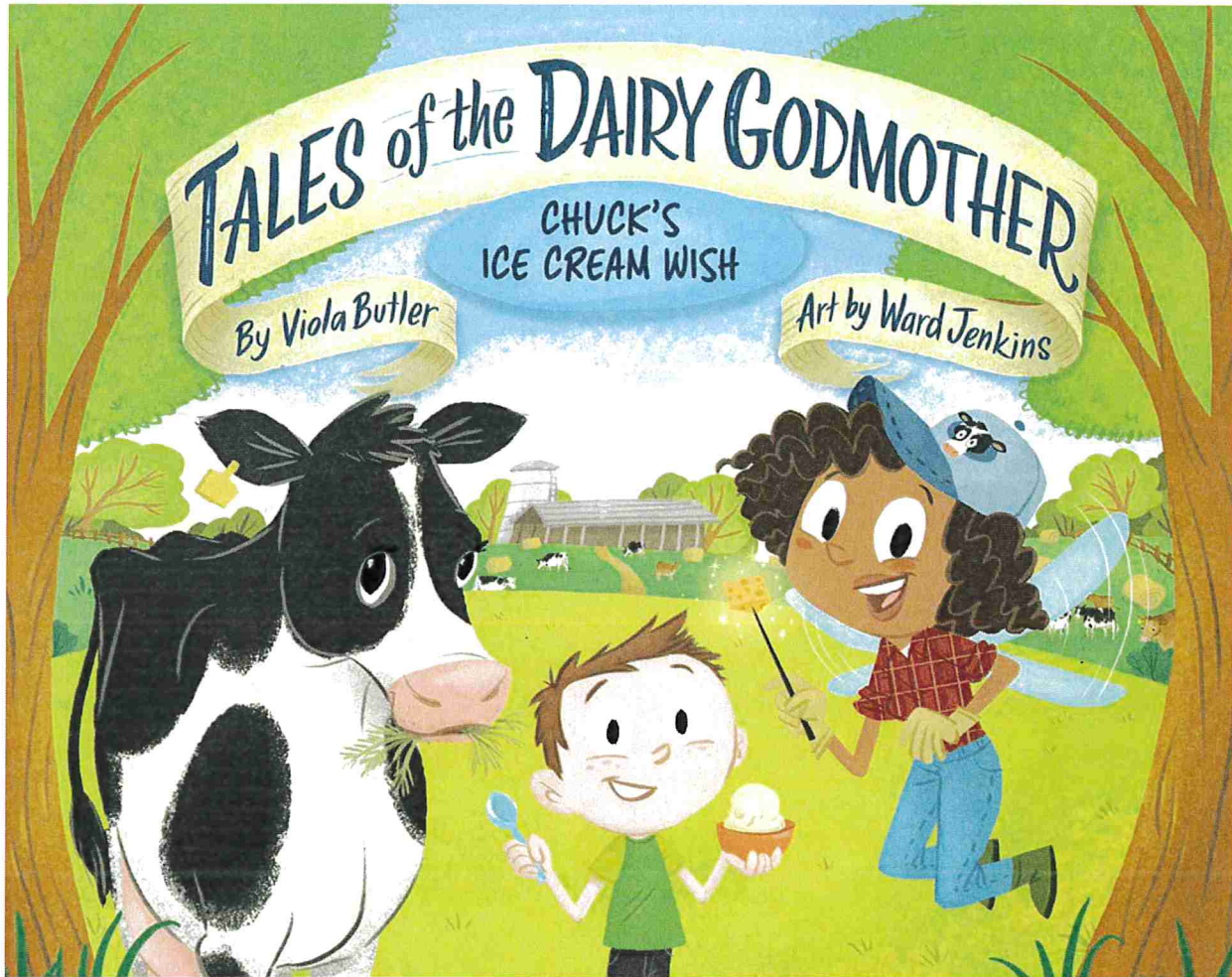


**IFB** Indiana Farm Bureau<sup>®</sup>  
2021 Book of the Year



## **Educator Guide**

Indiana Agriculture in the Classroom  
An educational outreach program of Indiana Farm Bureau, Inc.

<https://www.infarmbureau.org/INFBAgEd>



## **What is Agriculture in the Classroom?**

Agriculture in the Classroom is a grassroots program coordinated by the United States Department of Agriculture (USDA). The USDA established Agriculture in the Classroom in 1981. Its goal is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies. The program is carried out in each state, according to state needs and interests, by individuals representing farm organizations, agribusiness, education and government.

In Indiana, the Ag in the Classroom program is coordinated by the Indiana Farm Bureau. Members of the organization who are interested in teaching our youth about agriculture serve as volunteers and are provided program materials and lessons to use within their counties. The Indiana Ag in the Classroom program offers lessons and materials to schools, community groups, and other non-profit organizations.

Each year, registered volunteers all across Indiana visit classrooms to teach more than 50,000 students about agriculture through in-class lessons, hands-on activities, educational events, on-farm experiences and field trips.

The Indiana Ag in the Classroom program offers standards-based lessons and materials; to schools, community groups, and other non-profit organizations that wish to integrate agriculture into their curriculum.

### **National Agriculture in the Classroom Mission:**

To increase agricultural literacy through K-12 education.

### **National Agriculture in the Classroom Vision:**

Agriculture is valued by all.

## Book of the Year Ag Literacy Program

### Program Purpose:

- To increase understanding, build awareness and develop a positive public perception of Indiana agriculture through education.

### Student Goals:

- Understand how food, fiber and renewable resource products are produced
- Realize that science plays an important role in our food supply and that the scientific advancements in food production are safe, proven and necessary
- Acknowledge and consider career opportunities in the agriculture, food, fiber and renewable resource industries

### What is Agricultural Literacy?

- *A person who understands and can communicate the source and value of agriculture as it affects our quality of life. (National Agricultural Literacy Logic Model, 2013)*

### The Importance of Ag Literacy

- An increased knowledge of agriculture and nutrition allows individuals to make informed personal choices about diet and health.
- Informed citizens will be able to participate in establishing the policies that will support a competitive agricultural industry in this country and abroad.
- Agriculture is too important of a topic to be taught only to the small percentage of students considering careers in agriculture and pursuing vocational agricultural studies.
- Agricultural literacy includes an understanding of historical and current economic, social and environmental issues that affect all Americans. This understanding includes being knowledgeable about food and fiber production, processing and domestic and international marketing. Employment opportunities abound in agriculture.
- Career choices include:

- |                          |                             |
|--------------------------|-----------------------------|
| ○ Agricultural Economist | ○ Horticulturist            |
| ○ Agronomist             | ○ Hydrologist               |
| ○ Animal Nutritionist    | ○ Molecular Biologist       |
| ○ Aquaculturist          | ○ Nanotechnologist          |
| ○ Biochemist             | ○ Nematologist              |
| ○ Biological Engineer    | ○ Plant Pathologist         |
| ○ Biometrician           | ○ Remote Sensing Specialist |
| ○ Climatologist          | ○ Soil Scientist            |
| ○ Ecologist              | ○ Toxicologist              |
| ○ Entomologist           | ○ Turf Scientist            |
| ○ Florist                | ○ Veterinarian              |
| ○ Food Process Engineer  | ○ Viticulturist             |
| ○ Food Scientist         | ○ Wildlife Biologist        |
| ○ Forest Engineer        |                             |

# *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## **Meet the Author- Viola Butler**

**Viola Butler** struggled to read growing up, but once she figured it out, she couldn't stop! Books and stories have always been a favorite of hers, only to be topped by her love of cake. *Chuck's Ice Cream Wish* is her first published book. She lives in the suburbs with family and her cat who hates everyone.

From **Viola**:

“Writing *Chuck's Ice Cream Wish* was a long journey. The original manuscript started out as over 1500 words. In the end, after about 15 revisions, the story was only 500 or so words. Even though multiple revisions, it was important to keep the whimsy and fun of the book while also being sure to incorporate facts that help children understand how much farmers care for their animals. I hope this book will be a joy for your members to read and to share. I would have to say that I do believe it is best enjoyed along with a bowl of ice cream and a little “cheer” to America's hard-working dairy farmers.

An interview with Viola: (<https://www.feedingmindspress.com/latest-news/an-interview-with-author-viola-butler>)

## **Meet the Illustrator: Ward Jenkins**

**Ward Jenkins** is an illustrator and storyboard artist from the Atlanta, Georgia area. His illustrated picture books include *Chicks Run Wild*, *Rocket Shoes*, and *Salam Alaikum: A Message of Peace*, as well as the *Good Crooks* series. Additionally, he has served as storyboard artist for several animated TV series such as *My Little Pony* and *Bing*. Ward extensively researched for this book by visiting dairy farms in Georgia and would like to thank the Georgia Farm Bureau, *Ag in the Classroom*, and *The Dairy Alliance* for their insight and generosity. Ward lives with his photographer wife, Andrea and two teenagers, Ava and Ezra. Visit him at [www.wardjenkins.com](http://www.wardjenkins.com).

Videos:

- Ward Jenkins How to Draw a Cow: <https://www.youtube.com/watch?v=q1VomIj7bWY>
- Ward Jenkins Reading the Book: <https://www.facebook.com/Foundation4Ag/videos/illustrator-ward-jenkins-reads-his-book-tales-of-the-dairy-godmother-chucks-ice-/703717887085720/>

## **Publisher: Feeding Minds Press**

American Farm Bureau Foundation for Agriculture started a project to publish accurate agriculture books to engage readers about where their food comes from and the producers who grow it. Feeding Minds Press strives to cultivate growth and positive understanding of agriculture. Books are an essential tool for children to help understand concepts of everyday life. Accurate ag books aspire young minds to learn where their food comes from and encourages to make healthy food choices.

# *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## **Glossary**

Source: Tales of the Dairy Godmother & National Agriculture in the Classroom Curriculum Matrix.

**Barn:** a farm building used for storage or housing livestock

**Calf:** the offspring of a cow

**Cow:** female cattle that have had a calf

**Dairy:** all milk products, including milk, yogurt, cheese

**Dairy cow:** a cow raised by a farmer for milk production

**Dairy farmer:** a career devoted to rearing cattle to produce milk for human consumption

**Farmer:** person who owns or manages a farm, cultivates land or crops or raises animals (e.g., livestock or fish)

**Grain:** a small, hard seed, particularly the seed of one of the food plants wheat, corn, rye, oats, rice and millet

**Hay:** grass that has been cut and dried as a feed source for livestock

**Ice Cream:** is a soft, sweet dairy product (the USDA requires ice cream to contain at least 10% milkfat for the product to use the name; ice cream)

**Milk:** an opaque white fluid rich in fat and protein, secreted by female mammals for the nourishment of their young

**Milking parlor:** building where dairy cows are milked

**Nutritionists:** (animal nutritionist): a person who specializes in animal nutrition, concerned with dietary needs of animals in livestock, pets, and animals in wildlife rehabilitation facilities

**Storage tanks:** containers used to store milk

**Test (pasteurization):** is a heat treatment performed at the milk processing plant which destroys harmful bacteria without affecting the quality of the milk

**Temperature (pasteurization):** milk may be pasteurized to kill bacteria using a low heat method (145°F, 63°C for 30 minutes) or a high heat method (162°F, 72°C for 15 seconds).

**Veterinarian:** a doctor who treats animals

# *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## **Discussion Questions**

### **Prior to reading**

*Connect:* What is one fact you already know about ice cream?

*Compare/Contrast:* Have you ever read, watched or heard anything about ice cream?

*Predict:* What do you think the book will be about based on the title? What do you think the book will be about based on the pictures?

*Evaluate:* Why do you think ice cream is important to learn about?

### **During the reading**

*Summarize:* What is the most interesting detail in the book? Why do you think it is interesting?

*Connect:* What is a fact that you have read within the book that you already knew about?

*Compare/Contrast:* Does the book remind you of any other books you have read? How is this book similar? How is this book different?

*Visualize:* Pick a picture from the book, why do you think the author chose to include it within the book?

*Infer:* What do you think the author believes but does not actually state within the book? What makes you think that she believes that?

*Identify:* Identify a word you are unfamiliar with. Use context clues to write a definition.

*Evaluate:* Can you find any opinions within the book, or is it just facts? Do you agree with this opinion? Why?

### **After the reading**

*Purpose:* What was the author's purpose in writing this book? Do you think the author was persuading, informing, or entertaining?

*Summarize:* What is the main point of this book? (use one sentence)

*Connect:* How do chores relate to your everyday life?

*Compare/Contrast:* What is another topic you have read that has something in common with *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*?

*Predict:* Form a question about ice cream; What would happen if...?

*Infer:* Why do you think it was important to read about ice cream?

*Identify:* Is there a problem identified by the author? What are some solutions to this problem?

*Evaluate:* What could be a new title for this book? Why do you think this new title would work for this book? If you could ask the author one question, what would it be?

# *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## Related Activities

**Activity:** BINGO

**Grade Level:** Kindergarten-2<sup>nd</sup> grade

**Goal:** To focus on key vocabulary terms and main theme from the book, *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

### Indiana Academic Standards:

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>English/Language Arts</b>		
<p><b>Reading: Literature</b> K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p><b>Vocabulary</b> K.RV.2.4 Recognize frequently occurring inflections (dairy, dairy farmer)</p> <p><b>Speaking and Listening</b> K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood. K.SL.4.3 Give, restate, and follow simple two-step directions.</p>	<p><b>Reading: Literature</b> 1.RL.2.1 Ask and answer questions about main idea and key details in a text</p> <p><b>Vocabulary</b> 1.RV.2.1 Demonstrate understanding that context clues and text features may be used to help understand unknown words 1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.</p> <p><b>Speaking and Listening</b> 1.SL.2.4 Ask questions to clarify information about topics and texts under discussion 1.SL.4.3 Give and follow three- and four-step directions</p>	<p><b>Reading: Literature</b> 2.RL.2.1 Ask and answer questions (who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p> <p><b>Vocabulary</b> 2.RV.2.1 Use context clues and text features to determine the meanings of unknown words 2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root and identify when a common affix is added to a known word. 2.RV.2.5 Consult reference materials, both print and digital, to determine or clarify the meanings of words and phrases</p> <p><b>Speaking and Listening</b> 2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.4.3 Give and follow multi-step directions.</p>
<b>Social Studies</b>		
<p><b>Standard 4 — Economics</b> K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. K.4.4 Give examples of work activities that people do at home</p>	<p><b>Standard 4 — Economics</b> 1.4.1 Identify goods that people use. 1.4.2 Identify services that people do for each other. 1.4.3 Compare and contrast different jobs people do to earn income.</p>	<p><b>Standard 4 – Economics</b> 2.4.1 Define the three types of productive resources. 2.4.2 Identify productive resources used to produce goods and services in the community 2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.</p>



## **Materials:**

- The book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*
- BINGO cards (Print enough for students in class) (found in resource section)
- BINGO game pieces (to cover answers) (found in resource section)
- BINGO call pieces – teacher to randomly call possible answers (found in resource section)

**Directions:** This is a fun class activity to review key vocabulary and sight words from the book.

1. Print, cut out, and laminate the BINGO materials. There are bingo cards, game pieces and call-out pieces.
2. Make enough copies of the BINGO game cards for your students.
3. Make several game pieces for students to use to cover their answers.
4. Key questions prior to the game:
  - a. What is the main idea of the book?
  - b. What kind of chores are completed in the book?
  - c. What tools do the characters use?
  - d. Ask students to give examples of chore activities they do at home?
5. Review with students key vocabulary:
  - a. What context clues do you use to help define new words from the book?
  - b. What are frequently used words?
6. Directions for BINGO
  - a. Teacher will call out a vocabulary word
  - b. Display word on board for students to see and hear proper word (for younger grades)
  - c. Students will cover listened word using a game piece
  - d. Once a student has five in row, call out BINGO
7. Speaking and listening are important skills to recognize with a BINGO approach:
  - a. Give, restate, and follow simple directions
  - b. Have students repeat your directions

# *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## Related Activities

**Activity:** Sequence Cards

**Grade Level:** Kindergarten-2<sup>nd</sup> grade

**Goal:** To retell story while including key details.

### **Indiana Learning Standards:**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>English/Language Arts</b>		
<p><b>Reading: Literature</b>            K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.            K.RL.2.3 Identify important elements of the text            K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.</p> <p><b>Speaking and Listening</b>            K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.            K.SL.4.3 Give, restate, and follow simple two-step directions.</p>	<p><b>Reading: Literature</b>            1.RL.2.1 Ask and answer questions about main idea and key details in a text            1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.            1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Speaking and Listening</b>            1.SL.2.4 Ask questions to clarify information about topics and texts under discussion            1.SL.4.3 Give and follow three- and four-step directions</p>	<p><b>Reading: Literature</b>            2.RL.2.1 Ask and answer questions (who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.            2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral            2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.            2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of it characters, setting, or plot</p> <p><b>Speaking and Listening</b>            2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion            2.SL.4.3 Give and follow multi-step directions.</p>

### **Materials:**

- The book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*
- Sequence Cards (found in resource section)

### **Directions:**

1. This is an activity for students to conduct after they have read or been read-to the book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

2. Print sequence cards worksheet for each student.
3. Read together as a class, one box at a time. Allow time for students to draw a picture of each action in the allowed space.
4. Option: Have students cut each box, then put sequence cards in order based on the story.

### **Extra Content:**

- Sequencing is helpful for students to put the story in order
- Help students to discover the story elements: Problem and Solution
- Problem: Chuck wants ice cream but he has not completed his chores
- Solution: Chuck learns how important chores are on a farm and translate these actions to his own chores.

### **Key questions prior to activity:**

- What is the first, second, third, etc. events of the book?
- Who are the characters?
- Where does the story take place?
- When do you think the story takes place; winter, spring, summer or fall? Or could it take place at any time during the year?
- Why is it important to learn about Chuck's ice cream wish?
- How does Chuck solve his problem?

## *Tales of the Dairy Godmother: Chuck's Ice Cream Wish* Related Activities

**Activity:** Dairy Memory Game

**Grade Level:** Kindergarten-2<sup>nd</sup> grade

**Goal:** To focus on key vocabulary terms and main theme from the book, *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

### **Indiana Academic Standards:**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>English/Language Arts</b>		
<p><b>Reading: Literature</b> K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p><b>Vocabulary</b> K.RV.2.4 Recognize frequently occurring inflections (dairy, dairy farmer)</p> <p><b>Speaking and Listening</b> K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood. K.SL.4.3 Give, restate, and follow simple two-step directions.</p>	<p><b>Reading: Literature</b> 1.RL.2.1 Ask and answer questions about main idea and key details in a text</p> <p><b>Vocabulary</b> 1.RV.2.1 Demonstrate understanding that context clues and text features may be used to help understand unknown words 1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.</p> <p><b>Speaking and Listening</b> 1.SL.2.4 Ask questions to clarify information about topics and texts under discussion 1.SL.4.3 Give and follow three- and four-step directions</p>	<p><b>Reading: Literature</b> 2.RL.2.1 Ask and answer questions (who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p> <p><b>Vocabulary</b> 2.RV.2.1 Use context clues and text features to determine the meanings of unknown words 2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root and identify when a common affix is added to a known word. 2.RV.2.5 Consult reference materials, both print and digital, to determine or clarify the meanings of words and phrases</p> <p><b>Speaking and Listening</b> 2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.4.3 Give and follow multi-step directions.</p>

### **Materials:**

- The book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*
- Memory Game Pieces (found in resource section)

### **Directions:**

1. This is an activity for students to conduct after they have read or

been read-to the book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## 2. Memory Game

- Focus of activity: Vocabulary and Fluency
- Working Memory – Brain Games
- Activity can be played either before or after you read the book

### a) Before

- Allows for students to get a preview of new words or concepts

### b) After

- Catches students who are still struggling with words to practice

## 3. Memory Game

- Helpful hints to enhance the game
- Have students always read the words when turning over cards.
- Once a student declares a match, ask the student to identify the number of syllables the word possesses.
- Help students to identify any multisyllabic words (roots, prefixes and suffixes) and compound words.
- Ask students where they have seen or heard of the word before?
- Identify any synonyms or antonyms while matching.

# *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

## Related Activities

**Activity:** Writing Prompt

**Grade Level:** Kindergarten-2<sup>nd</sup> grade

**Goal:** To focus on key vocabulary terms and main theme from the book, *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

### **Indiana Academic Standards:**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>English/Language Arts</b>		
<p><b>Reading: Literature</b> K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p><b>Vocabulary</b> K.RV.2.4 Recognize frequently occurring inflections (dairy, dairy farmer)</p> <p><b>Speaking and Listening</b> K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood. K.SL.4.3 Give, restate, and follow simple two-step directions.</p>	<p><b>Reading: Literature</b> 1.RL.2.1 Ask and answer questions about main idea and key details in a text</p> <p><b>Vocabulary</b> 1.RV.2.1 Demonstrate understanding that context clues and text features may be used to help understand unknown words 1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.</p> <p><b>Speaking and Listening</b> 1.SL.2.4 Ask questions to clarify information about topics and texts under discussion 1.SL.4.3 Give and follow three- and four-step directions</p>	<p><b>Reading: Literature</b> 2.RL.2.1 Ask and answer questions (who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p> <p><b>Vocabulary</b> 2.RV.2.1 Use context clues and text features to determine the meanings of unknown words 2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root and identify when a common affix is added to a known word. 2.RV.2.5 Consult reference materials, both print and digital, to determine or clarify the meanings of words and phrases</p> <p><b>Speaking and Listening</b> 2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.4.3 Give and follow multi-step directions.</p>

### **Materials:**

- The book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*
- Memory Game Pieces (found in resource section)

### **Directions:**

1. This is an activity for students to conduct after they have read or

been read-to the book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish*

### Writing Prompt

- Focus of activity: Hand-Writing and Comprehension.
- Writing is one of the key English Language Arts (ELA) skills at the early elementary levels
- Helpful hints to remind students prior to writing activity
  - Use uppercase (capital) and lowercase letters
  - Spacing of writing words
  - Place punctuation at end of sentence

### Writing Prompt

- Activity will help students to logically connect sentences.
- Key questions on prompt:
  - What is the main idea?
  - What kinds of chores do you do?
  - Why do you think it is important to read about a dairy farm?
  - What could be a new title for this book?
- More helpful hints
  - Write nouns, verbs (frequently used words) from the book on the board

## *Tales of the Dairy Godmother: Chuck's Ice Cream Wish* **Related Activities**


### **Related Lessons and Activities**

Search the National Agriculture in the Classroom Curriculum Matrix for these great resources! [www.agclassroom.org/teacher/matrix/](http://www.agclassroom.org/teacher/matrix/) or click on the title of each if viewing online.




Tales of The Dairy Godmother

# BINGO

CHORES	WISH	EAT	WINGS	DAIRY
TRASH	ICE CREAM	BUG	DREAM	MOD
TRUE	COWS		SWEET	CLEAN
CREAMY	MACHINE	DELICIOUS	TUBE	MILK
TANKS	COLD	WASH	TEST	FLOOR


Tales of The Dairy Godmother

# BINGO

MILKING	HEALTHY	CINDERELLA	WATER	DAIRY
CALF	TEMPERATURE	BUG	WORK	SWEET
GRASS	COWS		MOD	HUNGRY
CREAMY	SCOOP	GRAINS	NAP	MILK
FLOOR	COLD	EAT	CELEBRATE	SHOVEL


Tales of The Dairy Godmother

# BINGO

FLOOR	HUNGRY	MOOD	WATER	TANKS
CLEAN	WORK	NAP	DAIRY FARMER	CALF
SCOOP	BATCH	 FREE SPACE	SWEET	WISH
DAIRY	WINGS	TEST	EAT	COLD
TRASH	MILK	CINDERELLA	CHORES	SHOVEL

Tales of The Dairy Godmother

# BINGO

BATCH	HEALTHY	MILKING	CLEAN	ICE CREAM
TANKS	CELEBRATE	EAT	TRASH	DAIRY
MOOD	TRUE	 FREE SPACE	WISH	NAP
CALF	WORK	COLD	FLOOR	MILK
MILK	SCOOP	CREAMY	SHOVEL	WATER


Tales of The Dairy Godmother

# BINGO

CELEBRATE	MOOD	HEALTHY	GRAINS	WATER
BUG	ICE CREAM	CREAMY	NAP	GRASS
SWEET	TANKS	 FREE SPACE	TUBES	MILK
MACHINE	DELICIOUS	SHOVEL	EAT	TRUE
BATCH	SCOOP	TEMPERATURE	FLOOR	WINGS


Tales of The Dairy Godmother

# BINGO

HUNGRY	COLD	CELEBRATE	TEST	GRAINS
DAIRY	ICE CREAM	SHOVEL	GRASS	SWEET
WORK	COWS	 FREE SPACE	CALF	MILKING
FLOOR	SCOOP	WATER	NAP	CREAMY
EAT	HEALTHY	MOOD	TEMPERATURE	BUG

Tales of The Dairy Godmother

# BINGO

DREAM	WISH	CHORES	TUBE
MACHINE	WORK	NAP	GRASS
SHOVEL	BATCH		CALF
GRAINS	WINGS	MOD	TEST
WATER	MILK	CINDERELLA	EAT


Tales of The Dairy Godmother

# BINGO

FLOOR	SCOOP	SWEET	CLEAN	DAIRY FARMER
DAIRY	CELEBRATE	EAT	TRASH	TRUE
MOD	COWS		WISH	GRAINS
BATCH	MILK	COLD	SHOVEL	WORK
WORK	HEALTHY	CREAMY	GRASS	DREAM

Tales of The Dairy Godmother

# BINGO

SCOOP	WISH	COWS	TANKS	FLOOR
TRASH	DAIRY FARMER	BUG	CELEBRATE	SHOVEL
TEMPERATURE	NAP	FREE  SPACE	CALF	CLEAN
DAIRY	MACHINE	WORK	BATCH	GRASS
SWEET	GRAINS	WATER	TEST	CREAMY

Tales of The Dairy Godmother

# BINGO

DAIRY	CLEAN	CELEBRATE	COLD	MILK
ICE CREAM	NAP	SWEET	TANKS	HUNGRY
TUBE	WINGS	FREE  SPACE	COWS	TRASH
CHORES	EAT	BATCH	MACHINE	TEST
MOO	WISH	GRASS	MILKING	DELICIOUS

Tales of The Dairy Godmother

# BINGO

## BINGO

### Game Pieces



Tales of The Dairy Godmother

# BINGO

## Instructor Call Out Cards

SCOOP

WISH

BUG

WINGS

DAIRY

DREAM

MOO

TRUE

COWS

SWEET

CREAMY

DELICIOUS

CLEAN

MACHINE

TUBE

MILK

MILKING

TANKS

COLD

WASH

FLOOR

CINDERELLA

TEST

HEALTHY

TEMPERATURE

BATCH

CELEBRATE

WATER



TRASH

CHORES

EAT

ICE CREAM

GRASS

GRAINS

HUNGRY

SHOVEL

WORK

DAIRY FARMER

NAP

CALF

DAIRY  
MEMORY  
GAME

DAIRY  
MEMORY  
GAME

DAIRY  
MEMORY  
GAME

DAIRY  
MEMORY  
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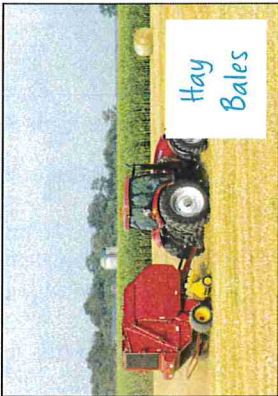
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Hay Bales



Hay Bales



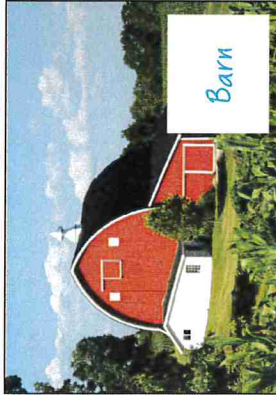
Water



Water



Barn



Barn



Milking Machine



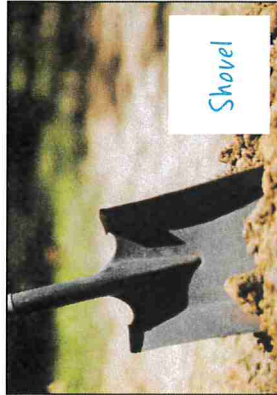
Milking Machine



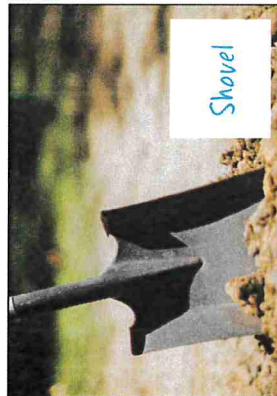
Milk and Cookies



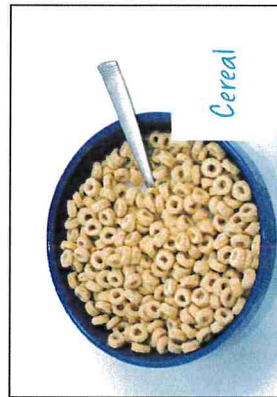
Milk and Cookies



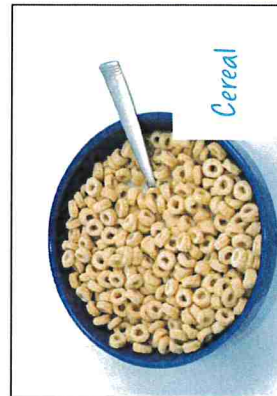
Shovel



Shovel



Cereal



Cereal



Tractors



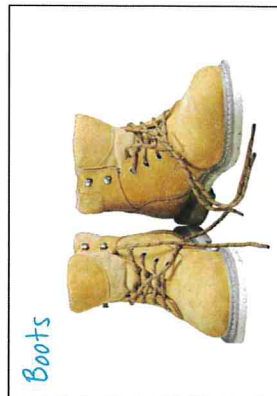
Tractors



Gloves



Gloves



Boots



Boots

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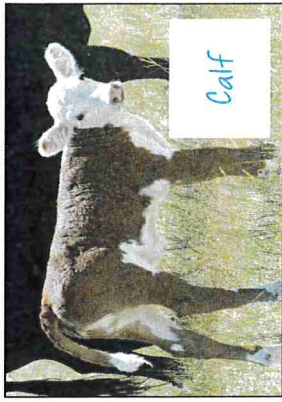
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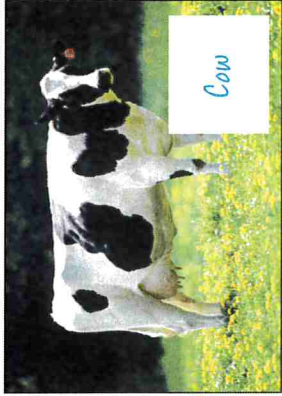
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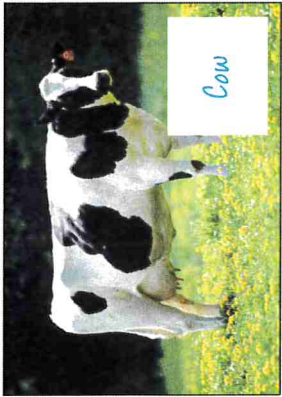
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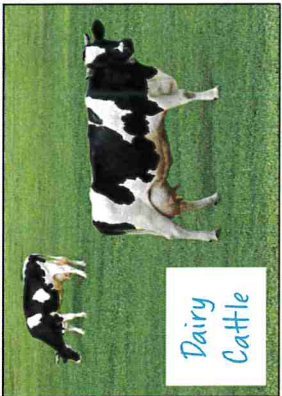
Calf



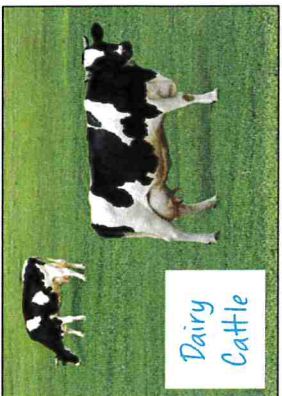
Cow



Cow



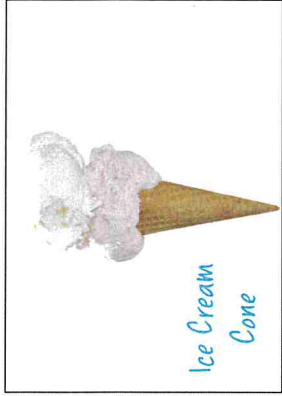
Dairy Cattle



Dairy Cattle



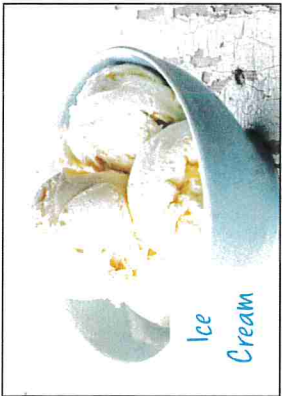
Ice Cream Cone



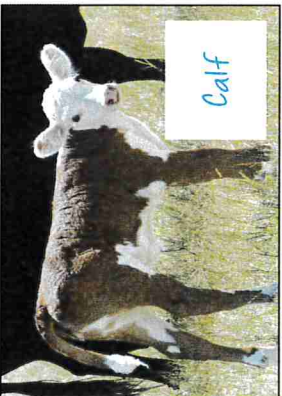
Ice Cream Cone



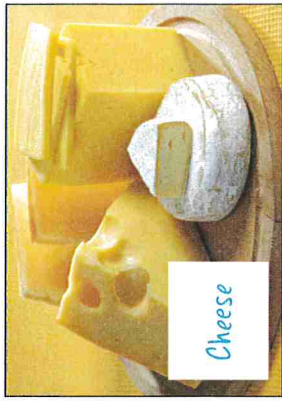
Ice Cream



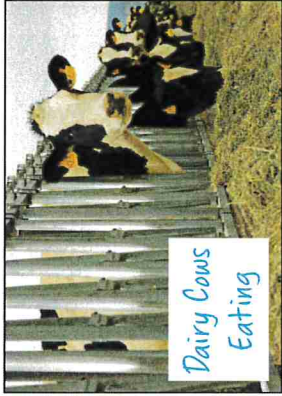
Ice Cream



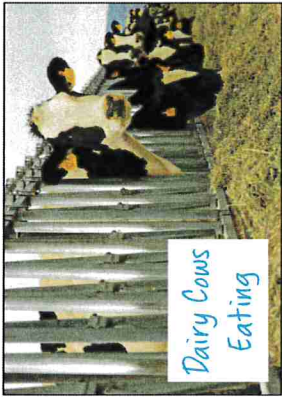
Calf



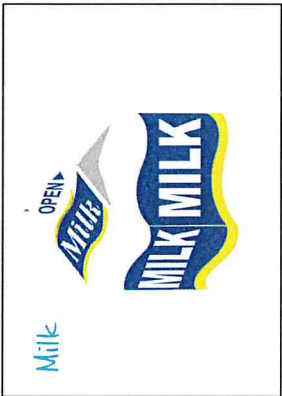
Cheese



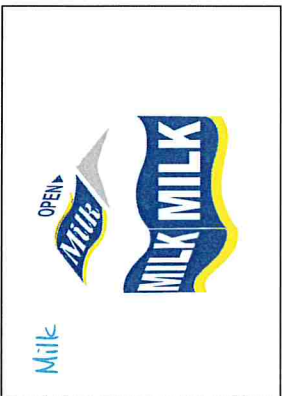
Dairy Cows Eating



Dairy Cows Eating



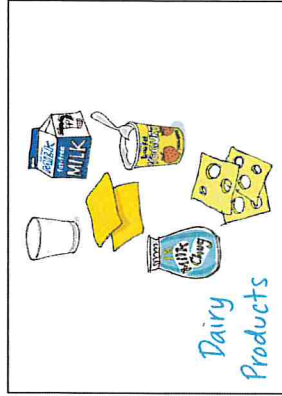
Milk



Milk



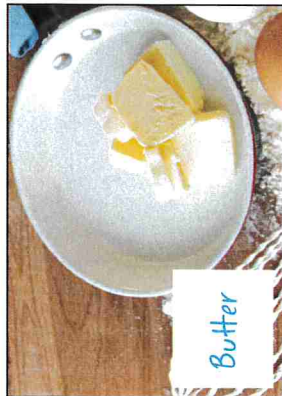
Dairy Products



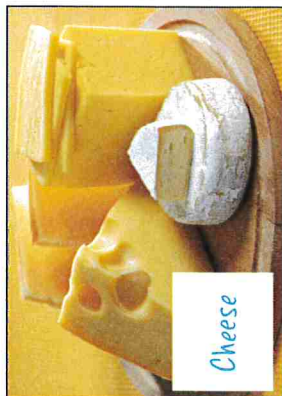
Dairy Products



Butter



Butter



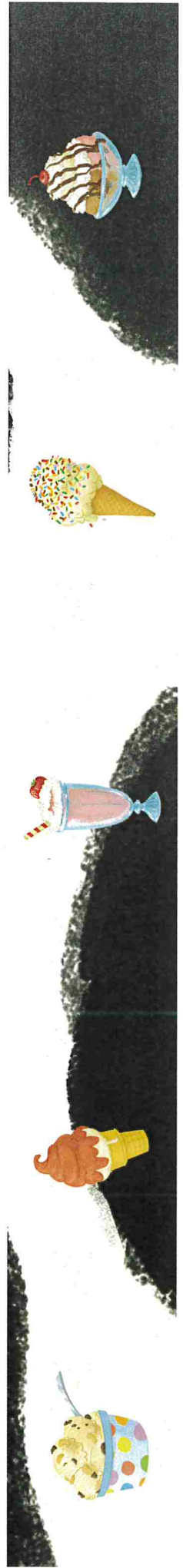
Cheese



# Tales of the Dairy Godmother Sequence Cards

Instructions: There are many scenarios that occur in "Tales of the Dairy Godmother" before Chuck is allowed to enjoy his bowl of ice cream. Draw a picture of each action below to show what the sentence is describing.

<p>Chuck finds dairy cows in a pasture.</p>	<p>Chuck has chores. He cleans cows and tools.</p>	<p>Chuck needs to check on the cows' feed and water.</p>	<p>Chuck uses a shovel to clean the cow stall.</p>	<p>Chuck finds a new baby calf.</p>	<p>Chuck enjoys a bowl of ice cream.</p>
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# Tales of the Dairy Godmother

# Writing Prompts

Name: \_\_\_\_\_

Instructions: Answer the questions after you have read the book "Tales of the Dairy Godmother".

1. What is the main idea? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What kinds of chores do you do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why do you think it is important to read about a dairy farm? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What could be a new title for this book? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Tales of the Dairy Godmother

# Writing Prompts

Name: \_\_\_\_\_

## My Opinion About Ice Cream

I \_\_\_\_\_ (do/do not) like ice cream. Let me tell you why.

Reason 1:


Reason 2:


Reason 3:


I think ice cream is \_\_\_\_\_.

