



Karoonda
Farm Fair inc.

PO Box 6
Murray Bridge SA 5253

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www.farmfair.com.au

5 and 6 April 2019

KAROONDA FARM FAIR MIDDLE PRIMARY LEARNING RESOURCE

This resource includes activities that can be used before, during and after visiting the Karoonda Farm Fair. The activities are designed as a self-guided learning experience. You can use as many or as little of the activities as you wish. At the end of this resource, there is a cover to create a 'Karoonda Farm Fair Work Booklet' (appendix 1).

The Karoonda Farm Fair includes a Kids Entertainment marquee where children can be involved in free activities which include arts and crafts, games and many other exciting activities. If you are interested in visiting the Kids Entertainment marquee, please register using the form.

The Natural Resources Management board have a pavilion where you can hold snakes, pat a lizard, identify bugs, participate in some geocaching and gain a wealth of information about the land. If you are interested in finding out more about this or would like a NRM employee to speak with your class, please register using the form.

In 2019 there is a 'Succulent Garden Challenge' at the Karoonda Farm Fair. It is free to enter, open to all ages and can be entered individually or in groups. The competition requires entrants to collect some succulents and come up with a creative masterpiece. Cash prizes will be awarded to winners from the three categories: best overall design, best overall group, under 17 and best under 17 group. The flyer and entry form is included at the end of this resource (appendices 18 and 19).

There is a colouring competition open to children up to the age of 13. An example of the page is shown in this resource (appendix 17). The full size document is available on the website: <http://www.farmfair.com.au>

The 2019 Murray Bridge Toyota 'Life in the Murraylands' Karoonda Farm Fair Photography Competition is open to all ages and is free to enter. The categories for the competition are: people, landmarks, plants and animals, weather and way of life. It will be on display in the clubrooms and you are welcome to look at it at any time. The flyer for this competition is included at the end of this resource (appendix 20). Presentation of the winners will take place at 11 am in the Footy Clubrooms.

The Southern Horse Carriage Challenge is a competitive obstacle course for horses and is at 10.30 am, 12 pm and 3 pm along Stokes Road.



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Local individuals, schools and businesses have entered their fleeces in the Classings Ltd, Elders and Keller Livestock fleece competition. These fleeces are on display by the tennis courts all day.

Tyndale Christian School – Murray Bridge are running the Cheap as Chips Mallee Stump Trail in 2019. For a small cost, children are given a bag and a task to walk around the Farm Fair collecting items to go in their bags and tick off their lists.

At 10.30 am and 1 pm, there is a fashion parade in the RDA pavilion. Come along and see the latest fashions modelled by locals.

In 2019, the Karoonda Farm Fair is hosting a V8 Lawnmower Spectacular in the north-west corner of the fairgrounds. The display is available to look at all day but demonstrations will take place at 11.30am and 3pm.

Dr Quark will be bringing his Scientific Circus to the Food Court at 2pm. Dr Quark explores the science and forces behind common circus tricks. He will demonstrate the effects of gravity, momentum, friction, air pressure, energy transfer and push and pull forces using his unicycle, plate spinning, juggling and other circus tricks.

Wobbles the Clown will be performing at 10.30am and 2pm in the Food Court.

For \$2, children can experience the excitement and adrenaline rush of car racing through 'Rev It Up Racing' simulation. The activities are scaled to abilities and children can race against each other. Also, as a free activity, children can change the tyres of a mini-race car for the Pit Stop Challenge. The fastest time wins a prize. 'Rev It Up Racing' will be on Yurgo Street at the Farm Fair.

There is a seated eating area with many options to buy lunch; however it may be easiest for students to bring a packed lunch and sit on the grass.

A map is included at the end of this resource.

If you are interested in attending the Karoonda Farm Fair, please complete the registration form on the following page. If you have any other queries, please contact Sonja Marchant (0400 284 468 shaneandsonmarcho@hotmail.com).



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2019 Karoonda Farm Fair Schools Registration Form

School contact person:

Phone number:

Email:

Age group of students:

Number of students:

Time arriving at the Farm Fair:

Time departing the Farm Fair:

FARM FAIR WELCOME/INTRODUCTION

Do you wish for a Farm Fair volunteer to give your students and introduction and welcome them the Farm Fair?

Yes

No

KIDS MARQUEE

Are you interested in visiting the Kids Marquee?

Yes

No

If so, approximately what time and for how long?

Please note that children need to be supervised by an adult or responsible older buddy at all times in the Kids Tent.

NATURAL RESOURCES MANAGEMENT PAVILION

Are you interested in visiting the NRM Pavilion?

Yes

No

If so, approximately what time and for how long?

Any other information you'd like us to know?

This form can be returned via:

Mail: Sonja Marchant, PO Box 173, Karoonda, SA, 5307.

Email: shaneandsonmarcho@hotmail.com

Fax: 8538 2864



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BEFORE ATTENDING THE KAROONDA FARM FAIR

FARMING ALPHABET

See appendix 2 for resource.

Get students to brainstorm a word to do with farming that begins with each letter of the alphabet. Could complete this as a think-pair-share where students first have five minutes to try and think of as many by themselves, then they have another five minutes to work with a partner and exchange words and then you could complete a whole class discussion.

Australian Curriculum links:

YEAR 3 (HASS): Interact with others with respect to share points of view (ACHASSI059)

FARMER DRAWING

On a blank A4 piece of paper, ask students to draw what they think a typical farmer looks like. They can add colour to their pictures if they wish. Encourage students to label their drawings to point out features on their farmer. Get students to walk around the classroom and look at each other's drawings.

Australian Curriculum links:

YEAR 3 (English): Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

CHILDREN'S LITERATURE: COMPARE AND CONTRAST

See appendix 3 for resource.

Read aloud to students 'A Year on our Farm' written by Penny Matthews. Ask students to write down dot points about what happens in the story. Share some of these in a brainstorm on the whiteboard.

Complete the same process with 'Two Summers' written by John Heffernan and Freya Blackwood.

Then allow students five minutes to write down the similarities between the two stories in the middle column of the chart. Share these on the whiteboard.

Australian Curriculum links:

YEAR 3 (English): Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

YEAR 4 (English): Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

DESIGNING OWN FARM

On a blank piece of paper, ask students to design their own farm.

On their farm they must have:

- House
- Shed
- Dam
- Windmill



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- Trees
- Three paddocks

You could encourage students to create a simple legend to go with the map of the farm they have designed.

Encourage students to make a model of the farm they have designed using their drawing like a map. To make these three-dimensional maps, students could use coloured paper, card, cardboard rolls, toothpicks, pipe-cleaners, cardboard boxes, straws, crepe paper, pop-sticks, skewers etc. Perhaps encourage students to collect recyclable items from home.

You could ask students to write a story titled 'A day on my farm' where they could make reference to aspects on their farm that they have put on their map.

Australian Curriculum links:

YEAR 3 (Design and Technology): Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)

YEAR 4 (English): Create literary texts that explore students' own experiences and imagining (ACELT1607)

Create literary texts by developing storylines, characters and settings (ACELT1794)

ART: CITY VERSUS COUNTRY

On a big piece of butcher's paper, write 'city' and 'country'.

Ask students what 'cities' look like.

Conduct a Google image search using the word 'city' and show students the pictures using a projector or smartboard. Ask them what they notice. Add these suggestions to the brainstorm.

Complete the same process using the word 'country' in a Google image search.

Ask students to fold a piece of A3 paper in half.

On the left side ask students to draw a city scene and on the right side ask them to draw a country scene. You could get students to make their pictures bold with big images. They could complete a pencil outline first and then go over it with black texta or crayon. They could then colour it using water colour paints. Otherwise students could draw a more detailed picture and colour it with pencils or textas. Once completed, display these in the classroom so students can look at each other's.

Australian Curriculum links:

YEAR 3 (Visual Arts): Explore ideas and artworks from different cultures and times (ACAVAM110)

GROWING YOUR OWN VEGETABLES

Source some vegetable seeds from your local hardware for students to plant. The best varieties will vary depending on the season. If you are completing these activities in Term One, seeds suitable for planting in autumn would be best. These include: cauliflower, broccoli, cabbage, beetroot, lettuce, onion, parsnip, radish, silverbeet, celery and brussel sprouts. If you are pushed for time, you could plant seedlings.

You could plant seeds/seedlings in pots, planter boxes or directly in the ground. When doing so, make sure labels/signs are placed in the ground. You could get students to design these on paper that is laminated or you could simply write species names onto popsticks/plastic cutlery and push



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them into the ground. Students will be required to water seeds/seedlings daily unless there's rain. Ask students to complete the 'Planting' sheet as the seeds/seedlings are planted. See appendix 4 for resource.

Each week, students could record the progress of the seeds. See appendix 5 for resource.

This project could easily cover two terms. Once vegetables are ready to harvest, you could allow students to try them or depending on your facilities, you could cook with them. Stir fries are a great way to integrate lots of different vegetables into a meal.

Australian Curriculum links:

YEAR 3 (Science): Science involves making predictions and describing patterns and relationships (ACSHE050)
With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054)
Compare results with predictions, suggesting possible reasons for findings ([AC SIS215](#))

READING THE MAP

See appendix 6 and 7 for resources.

Students are required to use the Karoonda Farm Fair map to answer some comprehension questions.

They could work individually or in pairs for this activity. You could either mark their books or go through the answers as a class.

Answers:

1. Karoonda Farm Fair
2. United and Copeville Streets
3. Lowaldie and Wynarka Streets
4. Three
5. On West Terrace
6. Stokes Road
7. Fleece Competition
8. 2, 3, 4, 5 and 6
9. Borrika and United Streets
10. Sheep display

Australian Curriculum links:

YEAR 3 (English): Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)
YEAR 4 (English): Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

BEFORE, DURING AND AFTER CHART

See appendix 8 for resource.

This activity will be completed in two parts. The first part that looks at the first two responses is to be completed before attending the Karoonda Farm Fair; whilst the final question can be started



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whilst visiting the Karoonda Farm Fair and can be completed when reflecting on the event back at school.

The two responses that require completing before attending the Karoonda Farm Fair are:

- What I think we know about the Farm Fair
- What I hope to see at the Farm Fair

The response that is to be completed during attending the Karoonda Farm Fair and after attending the event is: What I saw/have learned at the Farm Fair.

Encourage students to complete this individually, or by chatting to a partner. Some ideas can be shared in a class discussion.

Australian Curriculum links:

YEAR 3 (HASS): Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)



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DURING THE KAROONDA FARM FAIR

FACTS

See appendix 9 for resource.

Choose either the V8 Lawnmower Spectacular or the Southern Horse Carriage Challenge (whichever event you think your students would be more interested in). If you had enough personnel, you could take some students to both.

Get them to write down five pieces of information about it.

Ask them to draw it.

Students need to list ten key words about it.

Australian Curriculum links:

YEAR 4 (English): Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

STALL DESCRIPTION

See appendix 10 for resource.

Ask students to choose their favourite stall.

You may wish to give them a limit. For example: Any stall on Yurgo, Wingamin or Lowaldie Streets.

Students are asked to list and draw five items the stall is selling and their prices. They then need to justify which item they would buy if they could.

You may wish to allow students to work with a partner for this activity.

You could take this activity further by asking students to round the amounts to the nearest dollar and order them in descending order. This could be done back at school in a Mathematics lesson.

Australian Curriculum links:

YEAR 3 (HASS): Locate and collect information and data from different sources, including observations (ACHASSI053)

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)

FIND-A-WORD

See appendix 11 for resource.

Words can be found across, down, up, backwards and diagonally.

Australian Curriculum links:

YEAR 4 (English): Incorporate new vocabulary from a range of sources (ACELA1498)

WATCHING THE SHEARING

See appendix 12 for resource.

Students are required to fill in the missing letters.

They may need to talk to each other or prompting for some of these answers.



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Answers:

Wool
Shearing
Ram
Ewe
Lamb

If you wish to look at sheep and wool in depth, the 'Sam the Lamb-Learn about Wool' website is terrific. It includes a downloadable story and colouring book, posters and interactive resources. All activities are directly linked to the Australian Curriculum areas of Design and Technology, Economics and Business, Geography, History and Science and range from Foundation all the way through to Year 10 (<http://www.learnaboutwool.com/sam-the-lamb/>).

Australian Curriculum links:

YEAR 3 (HASS): Draw simple conclusions based on analysis of information and data (ACHASSI058)

VISITING THE YARD DOGS

See appendix 12 for resource.

Using a line, students are required to link up the beginning of the sentence with the end.

Answers:

The yard dogs have to chase sheep.
The yard dogs are competing in the South Australian championship.
A fence keeps the sheep in.
The noise a dog makes is called a bark
The dog listens to its owner/trainer

Australian Curriculum links:

YEAR 3 (HASS): Draw simple conclusions based on analysis of information and data (ACHASSI058)

PHOTOGRAPHY

You could take photos during the day and you could share and talk about them when you get back to school.

Australian Curriculum links:

YEAR 3 (HASS): Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)

5-4-3-2-1 FAVOURITE THINGS

See appendix 13 for resource.



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Students need to list their five favourite parts of the Karoonda Farm Fair. They need to justify this with an explanation. Remind students that they need to order their favourite parts: number one is their most favourite part.

Encourage students to complete this individually. You could ask students to share their favourite part in a group discussion.

Australian Curriculum links:

YEAR 3 (HASS): Sequence information about people's lives and events (ACHASSI055)

BEFORE, DURING AND AFTER CHART

See appendix 8 for resource.

Revisit this activity where students have already answered:

- What I think we know about the Farm Fair
- What I hope to see at the Farm Fair.

Students are now required to begin to work on the section that asks: What I saw/have learned at the Farm Fair. This can be completed as part of the activities for students when they get back to school.

Encourage students to complete this individually, or by chatting to a partner. Some ideas can be shared in a group discussion.



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AFTER ATTENDING THE KAROONDA FARM FAIR

BEFORE, DURING AND AFTER CHART

See appendix 8 for resource.

Revisit this activity where students have already answered:

- What I think we know about the Farm Fair
- What I hope to see at the Farm Fair

Students are now required to complete the section that asks: What I saw/have learned at the Farm Fair that they began whilst attending the Karoonda Farm Fair.

Encourage students to complete this individually, or by chatting to a partner. Some ideas can be shared in a class discussion.

PARAGRAPH RECOMMENDATION

Ask students to write a paragraph recommendation about the Karoonda Farm Fair. Would you recommend people go to the Karoonda Farm Fair? Why or why not? You may need to talk about the word 'recommend'. Encourage them to look back on their work booklet/activities completed to help them with ideas. Remind students about the structure of a paragraph. Volunteers could share their paragraphs.

Australian Curriculum links:

YEAR 3 (English): Understand that paragraphs are a key organisational feature of written texts (ACELA1479)

HAIKU POETRY

In English/Literacy books, ask students to brainstorm as many key words about the Karoonda Farm Fair as they can in two minutes.

Ask students to split these words into syllables in their books (put a line, highlight, underline etc). Share ways of counting syllables: clapping, counting the number of times your chin moves, tapping on leg etc.

Introduce the format of a Haiku poem:

Line 1: five syllables

Line 2: seven syllables

Line 3: five syllables

Ask students to write Haiku poems about the Karoonda Farm Fair.

Allow students to share at the end.

Australian Curriculum links:

YEAR 3 (English): Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)

INFORMATION REPORT

Remind students of the format of an information report:

- Introduction: big ideas about the topic



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- Body: new ideas that are a part of your topic written with a topic sentence and then an elaboration
- Conclusion/summary

Ask students to write an information report about the Karoonda Farm Fair.

Get them to plan their writing (using a format that you usually use for writing in your classroom).

Students could hand write or type their reports.

They could include photographs that were taken at the Farm Fair.

Students could work individually or in pairs.

Some of the reports could be read out in class or looked at on the smartboard or projector.

Australian Curriculum links:

YEAR 3 (English): Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (ACELY1682)

(HASS): Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI061](#))

YEAR 4 (English): Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

TWO STARS AND A WISH

See appendix 14 for resource.

2 stars and a wish reflection

Students write down two things they liked/enjoyed at the Farm Fair (stars) and then one thing they didn't like/would like to know more about (wish).

Students could be encouraged to complete these individually to begin with and then chat to a partner after a couple of minutes. Some of these ideas could be shared in a class discussion.

Australian Curriculum links:

YEAR 3 (HASS): Pose questions to investigate people, events, places and issues (ACHASSI052)

CODE WORDS

Ask students to think of five different questions and their answers about the Farm Fair.

To do this, you could encourage students to look back through the Farm Fair activities they have completed or you could do a class brainstorm.

Question example: In which event were the clothes modelled?

Depending on the level of students, you could ask them to create their own codes for the alphabet or you could give them an already created code alphabet.

For example:

a= 1, b=2, c=3, d=4, e=5, f=6, g=7, h=8, i=9, j=10, k=11, l=12, m=13, n=14, o=15, p=16, q=17, r=18, s=19, t=20, u=21, v=22, w=23, x=24, y=25 and z=26 or you could use symbols.

The format of the questions that students need to create would be like this:

In which event were the clothes modelled? 6 1 19 8 9 15 14 16 1 18 1 4 5

Make sure students leave enough space for the code words to be written.



Students work in pairs to swap questions.

Australian Curriculum links:

YEAR 4 (English): Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

WORD PICTURES

Give students two minutes to write down as many things they can think of to do with 'Farm Fair'. For example: sheep, food, dog, tractors etc.

Encourage them to share one different term each.

Show them the examples of the word pictures for 'farm'. See appendix 15 for resource.

Ask students to complete a word picture for 'Farm Fair' on an A3 piece of paper. Encourage students to use pencil first and then they may wish to use an outliner and coloured pencils and textas once their design is complete.

Depending on the age/ability of your students, you may wish to provide them with 'Farm Fair' block lettering word art to work with.

Australian Curriculum links:

YEAR 3 (HASS): Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)

(Visual Arts): Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

WORD CIRCLE

Ask students to sit on a circle on the floor (or on seats).

You will need a ball or small object.

Ask students to go around the circle and say one thing to do with the Farm Fair. Students need to pass the ball around and can only speak if they have the ball. If they can not think of anything, they need to 'pass'. You could continue this game until each student has had a turn or until the class runs out of ideas.

Ask students to then do the same thing but the words have to be in alphabetical order.

They could then use alliteration with these terms. For example: swift sheep.

Students could then use verbs that could be linked to the Farm Fair.

Instead of going around the circle in one particular direction, you could get students to pass the ball to whoever they wish.

You could also complete this game as an elimination. If a student can not think of a term, they could be 'out'.

Students could also play this by having them all standing up and if they can't think of a word then they sit down. The last student standing is the winner.

You could also complete this activity in pairs.

Australian Curriculum links:

YEAR 3 (English): Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)



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VOCABULARY HOTSEAT

See appendix 16 for resource.

Divide the class into two teams (you could have multiple games running at once).

Place an empty chair facing each team.

One person from each team is required to sit on the chairs.

Write one of the words from the sheet on the board/somewhere behind the two participants on the chairs.

The aim of the game is for the students in the teams to describe the word without actually saying the word to their team mate who is in the hotseat. They could use synonyms, antonyms, definitions, actions etc. To do this, students names could be written on popsticks and pulled out or they could simply take it in turns.

The first student in the hotseat to say the word wins a point for their team. Once this happens, a new member from each team sits in the hotseat and a new word is written on the board.

Sitting in the hotseat may be quite confronting for some students so you may not wish to make it compulsory that they sit in the hotseat but encourage them all to have a go at describing the word for their team.

You could vary the activity by the whole class playing together with only one person in the hot seat.

Australian Curriculum links:

YEAR 4 (English): Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)



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APPENDICES

APPENDIX 1 – WORK BOOKLET COVER

APPENDIX 2 - FARMING ALPHABET

APPENDIX 3 – CHILDREN’S LITERATURE: COMPARE AND CONTRAST

APPENDIX 4 – SEED PLANTING

APPENDIX 5 – SEED PLANTING PROGRESS

APPENDIX 6 – MAP

APPENDIX 7 – READING THE MAP QUESTIONS

APPENDIX 8 – BEFORE, DURING AND AFTER CHART

APPENDIX 9 – DESCRIBING AN EVENT

APPENDIX 10 – LOOKING AT ONE STALL

APPENDIX 11 – FIND-A-WORD

APPENDIX 12 – SHEARING AND YARD DOGS

APPENDIX 13 – 5 FAVOURITE THINGS

APPENDIX 14 – TWO STARS AND A WISH

APPENDIX 15 – WORD PICTURE EXAMPLES

APPENDIX 16 – VOCABULARY HOTSEAT TERMS

APPENDIX 17 – COLOURING COMPETITION EXAMPLE

APPENDIX 18 – SUCCULENT GARDEN CHALLENGE COMPETITION FLYER



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APPENDIX 19 – SUCCULENT GARDEN CHALLENGE COMPETITION ENTRY FORM

APPENDIX 20 – LIFE IN THE MURRAYLANDS PHOTOGRAPHY COMPETITION FLYER

APPENDIX 21 – KAROONDA FARM FAIR MAP



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KAROONDA FARM FAIR WORK BOOKLET



Name _____

School _____



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FARMING ALPHABET

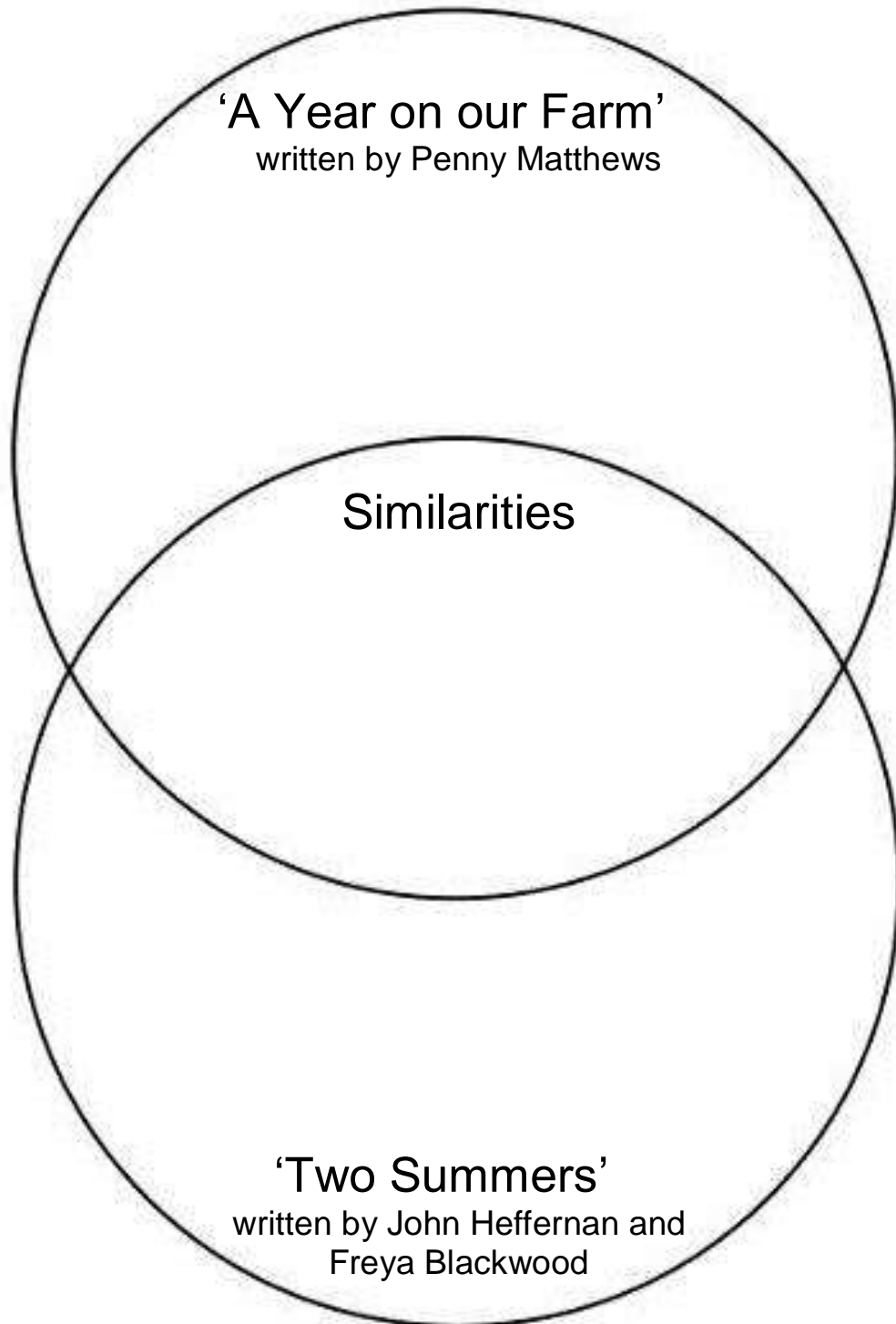
a		n	
b		o	
c		p	
d		q	
e		r	
f		s	
g		t	
h		u	
i		v	
j		w	
k		x	
l		y	
m		z	



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FARMING COMPARISON





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SEED PLANTING

Species: _____

Drawing of the seed:



Date planted: ____/____/____

3 adjectives to describe the seed:

- 1.
- 2.
- 3.

Sowing instructions:

How many days do you think it will take to
sprout? _____



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SEED PLANTING PROGRESS

Species: _____

Drawing of what it looks like now:

Date: ____/____/____

3 adjectives to describe it:

1.

2.

3.

How tall is it? ____ mm/cm (circle)

What do you think it will be like next week?

Drawing:

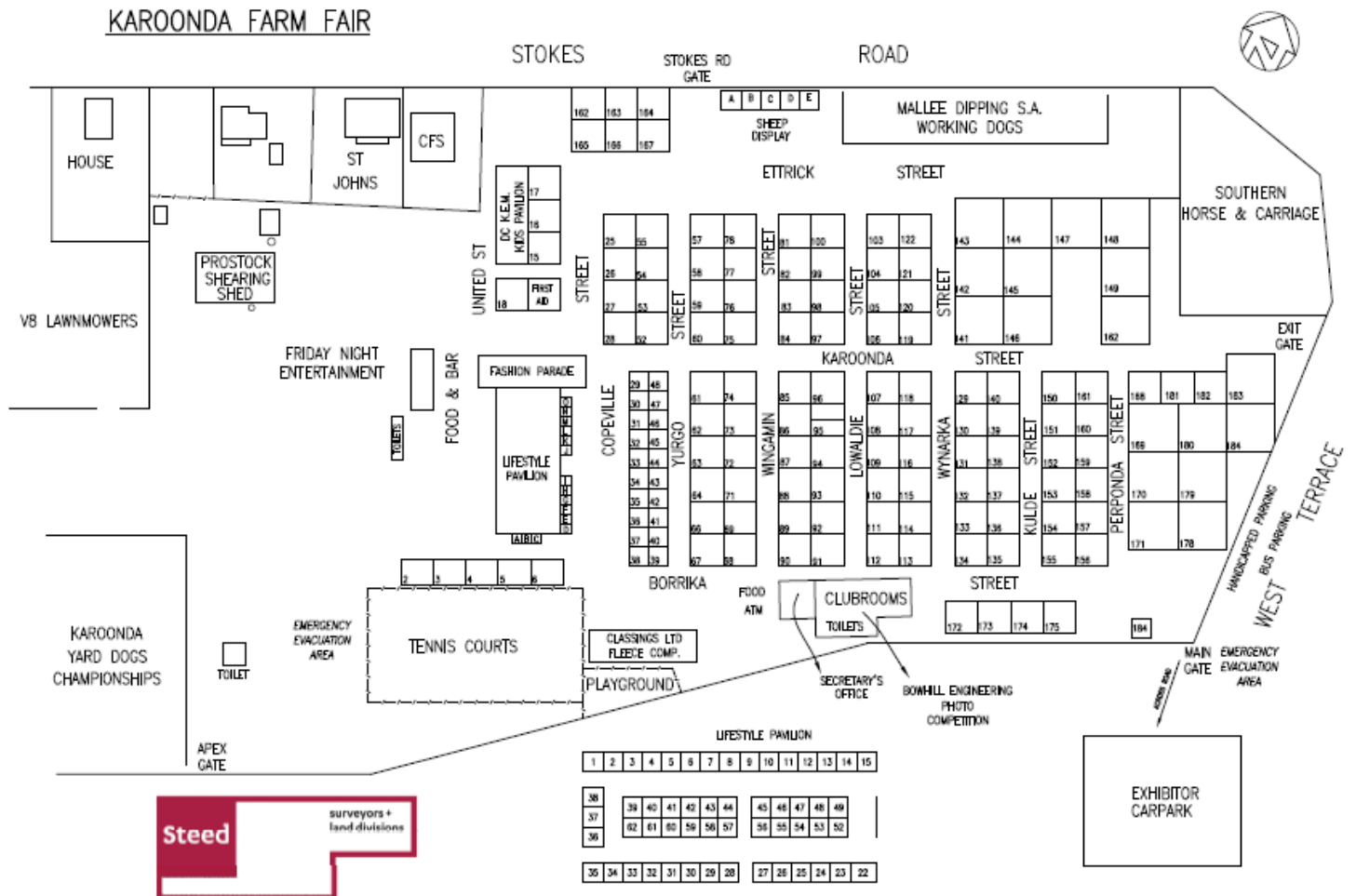
Height: ____ mm/cm (circle)



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MAP





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READING THE MAP

1. What is the title of the map? _____
2. Which two streets is the First Aid between?

3. Which two streets are numbers 112 to 118 between?

4. How many sets of toilets can you see on the map? _____
5. Where is the bus parking? _____
6. Which road is the Kids Pavilion closest to? _____
7. Classings Ltd sponsor which event?

8. Which numbered sites are along the tennis courts?

9. Which two streets is there food on?

10. Which display is closest to the Stokes Road gate?



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BEFORE, DURING AND AFTER CHART

BEFORE What I think I know about the Farm Fair	DURING What I hope to see/learn at the Farm Fair	AFTER What I saw/learned at the Farm Fair



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DESCRIBING AN EVENT

V8 Lawnmower Spectacular/Southern Horse Carriage Challenge (circle)

Five pieces of information about the event:

1. _____
2. _____
3. _____
4. _____
5. _____

Draw it:

List 10 key words to describe the event:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |



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LOOKING AT ONE STALL

Name of stall: _____

List five things the stall is selling and their prices:

1. _____ Price: _____
2. _____ Price: _____
3. _____ Price: _____
4. _____ Price: _____
5. _____ Price: _____

Draw the five items:

--	--	--	--	--

If you could buy one thing from this stall, what would it be and why?



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FIND-A-WORD

a	y	r	e	s	r	e	w	o	m	n	w	a	l	e	c	e	e	l	f
c	l	o	w	n	e	s	u	c	c	u	l	e	n	t	i	a	n	a	u
a	n	i	m	a	l	s	t	r	e	e	t	s	e	a	r	a	s	z	n
k	r	j	a	f	g	l	t	r	z	n	r	t	a	c	n	h	r	e	f
a	h	t	w	a	d	l	y	x	o	e	a	f	l	r	i	a	p	o	m
r	k	e	n	r	a	a	g	a	l	s	c	g	d	o	o	l	l	e	h
o	k	g	m	m	y	t	u	s	y	o	t	q	n	r	o	a	d	b	s
o	i	n	o	f	e	s	b	h	v	j	o	f	s	a	y	w	e	o	r
n	d	g	w	a	l	i	l	e	b	s	r	m	u	t	w	m	e	o	o
d	s	n	e	i	w	i	h	e	b	u	s	h	e	a	r	i	n	g	o
a	d	i	r	r	d	i	s	p	l	a	y	h	s	e	s	r	o	h	d
f	i	c	s	e	x	h	i	b	i	t	o	r	s	r	c	x	k	a	t
o	r	a	c	o	m	p	e	t	i	t	i	o	n	s	e	s	r	o	u
o	t	r	k	a	p	h	o	t	o	g	r	a	p	h	d	n	r	o	o
d	o	g	s	v	k	c	t	n	e	m	n	i	a	t	r	e	t	n	e

sheep
stalls
fashion
outdoors
horse
fun
buy

dogs
streets
fleece
photograph
competitions
kids
entertainment

lawnmowers
food
display
art
clown
farm fair
karoonda

animals
tractors
wool
succulent
exhibitors
racing
shearing



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SHEARING

What is being shorn from the sheep? W _ _ _

What is it called when the wool is being cut from a sheep? S _ _ _ _ _ _ _

What is a male sheep called? R _ _

What is a female sheep called? E _ _

What is a baby sheep called? L _ _ _



YARD DOGS

Draw lines between the beginning of the sentence to the correct ending:

The yard dogs have to chase

owner/trainer

The yard dogs are competing in the

bark

A fence

sheep

The noise a dog makes is called a

keeps the sheep in

The dog listens to its

South Australian Championship





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5...4...3....2....1!

List your five favourite things about the Farm Fair.
Put a reason as to why they were one of your
favourite parts.

Make sure they're in order (number one is your most favourite thing!)

5 What? _____

Why? _____

4 What? _____

Why? _____

3 What? _____

Why? _____

2 What? _____

Why? _____

1 What? _____




Why? _____



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2 STARS AND A WISH

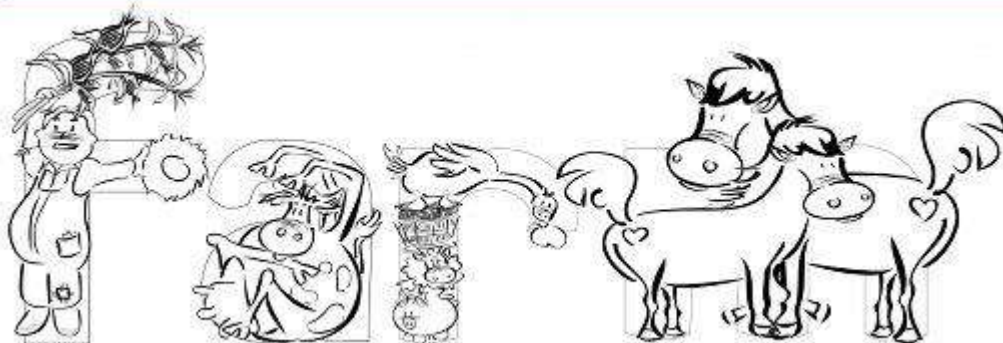
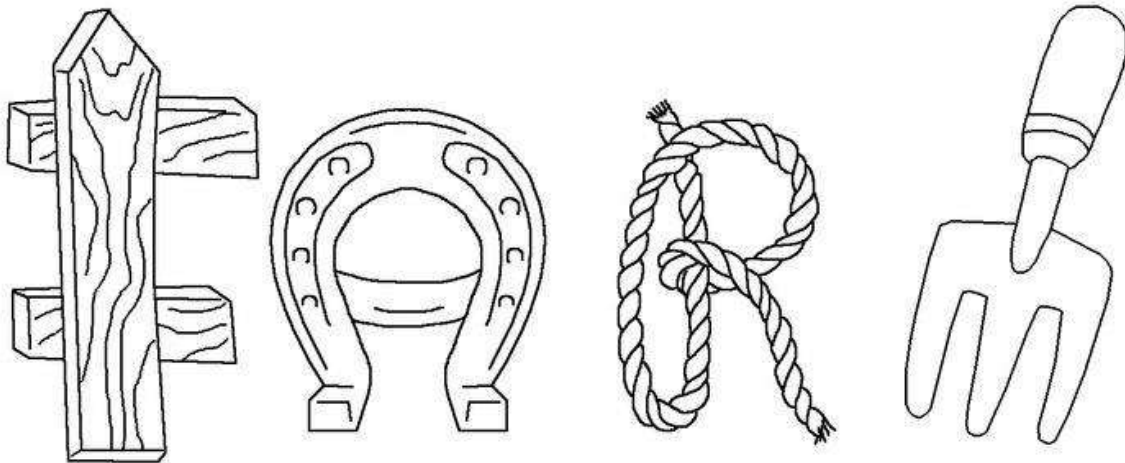
	
	
	



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WORD PICTURE EXAMPLES





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VOCABULARY HOTSEAT TERMS

sheep	dog	tractor
shearing	plants	money
stalls	food	fashion
animals	snakes	pig
hay	chicken	duck
horse	cow	wheelbarrow
lawnmower	ticket	sun
gardening	flags	radio
face painting	map	clown
balloon	hat	photographs



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Karoonda Farm Fair

5th & 6th April

Name: _____

Age: _____ Town: _____

Entries close Friday 29th March

Please send entries to:
Karoonda Farm Fair Colouring Competition
PO Box 173,
Karoonda, SA, 5307



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Succulent garden design

1. Source

Grab your succulents

2. Design

Create your masterpiece with your succulents
e.g. potted delights or use your initiative to
create your own design ideas



3. Enter

Entrants will be judged by design
and originality in any of the four
categories:

Best Overall
Best Overall Group
Best Under 17
Best Under 17 Group

Best Overall
Design prize
\$150

Best
Overall Group
\$100

Under 17
prize \$50

Best
Under 17
Group
\$50



When: 5th and 6th April 2019
Where: Karoonda Farm Fair
for more information contact Janine Dutschke 0407781263



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Garden Challenge

Succulent garden design

Entrants Name: _____

Address: _____

Phone: _____

Email: _____

School: _____

Entry Conditions

- Entry must be **named**
- Entries must be the work of the designer registering in the event and cannot infringe any copyright.
- The item of interest must consist of succulents.
- Entries must be **1m x 1m and under** and easily transported by hand.
- The use of hazardous materials and chemicals is prohibited.
- Submit entry forms to **dutschke@activ8.net.au** or post to Box 415, Karoonda SA 5307, or delivered personally.
- Finished masterpiece must be delivered to the nominated site at the farm fair site no later than Thursday 12.00am or as arranged with the Co-ordinator Janine Dutschke (0407781263).
- They must be collected after 4.00pm on Saturday the 6th of April 2019.

I hereby certify that I agree to the above conditions of entry:

Signature:



When: 5th and 6th April 2019
Where: Karoonda Farm Fair
for more information contact Janine Dutschke 0407781263 or
visit the website www.farmfair.com.au



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KAROONDA FARM FAIR

2019 'Life in the Murraylands' Photography Competition

Proudly sponsored by

Murray Bridge



***A photography competition for
all things Murraylands:***

people, landmarks, plants and
animals, weather and way of life

FREE ENTRY AND OPEN TO ALL AGES

CASH PRIZES

For more information:

Website: www.farmfair.com.au

Email: shaneandsonmarcho@hotmail.com

Phone: Sonja 0400 284 468

'Invisible by day, visible by night'

Image taken by one of the 2018 winners: Wade Hewett

Entries close 22nd March 2019

