



**Karoonda**  
**Farm Fair inc.**

PO Box 6  
Murray Bridge SA 5253

info@farmfair.com.au  
www.farmfair.com.au

**5 and 6 April 2019**

## **KAROONDA FARM FAIR UPPER 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 13 and 14).

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 12). 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 15). 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](mailto: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?

**Please note: It is \$5 entry for students aged 12-18. This can be paid by individual students on the day, otherwise use one of the above contacts to obtain an invoice for a school group.**

*This form can be returned via:*

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

Email: [shaneandsonmarcho@hotmail.com](mailto:shaneandsonmarcho@hotmail.com)

Fax: 8538 2864



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## ***BEFORE ATTENDING THE KAROONDA FARM FAIR***

### FARMING BRAINSTORM

See appendix 2 for learning resource.

Create a brainstorming map by writing down every word you can think of when you think of 'farming'.

With a partner, work together to choose 20 of these words and write each one on a sticky note.

Sort and classify these words using a Venn diagram.

You will need to enlarge the Venn diagram to A3.

*Australian Curriculum links:*

YEAR 5 (English): Use comprehension strategies to interpret and analyse information and ideas (ACELY1713)

### MAPPING BLUNNIE'S WOOL PROPERTY

See appendix 3 for resource.

Students are required to answer the questions in relation the map given for Blunnie's Wool Property.

Students could work in pairs for this activity.

This activity is a good introduction to the next activity in this resource: scale drawing.

Answers:

- 1) a: trees and creeks  
b: windmills, troughs, buildings, dams, windbreaks, fences, gates, roads and sheep yards.
- 2) Windbreak, creek, fence, gate, dam and trees.
- 3) C9 and E3.
- 4) See map: partner check.
- 5) To prevent erosion from wind and water and to provide shelter for stock.
- 6) 2673.
- 7) 200 3 year old wethers.
- 8)  $75\text{cm} \times 200$  (scale:  $1\text{cm} = 200\text{m}$ ) = 15 000m
- 9)  $13\text{cm} \times 200\text{m} = 2\,600\text{m}$
- 10) 2000
- 11) a: 6  
b: 8
- 12) a: 320  
b: 192
- 13)  $85 \times \$110 = \$9\,350$
- 14) Ridge.
- 15) Because the producer is using rotational grazing to allow the pasture to regrow.
- 16) To prevent erosion from wind and water, provide shelter for sheep, birds and other animals and to encourage biodiversity.



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*Australian Curriculum links:*

YEAR 5 (Maths): Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)

YEAR 5 (English): Use comprehension strategies to analyse information (ACELY1703)

## SCALE DRAWING

Ask students to design and create a map of their own farm.

Depending on the level of students, you could either get them to use 1cm grid paper or 5mm grid paper (these can be obtained by a simple Google search).

Farms must include the following:

- House
- Shed
- Shearing shed
- Sheep yards
- Chook yard
- Vegetable patch
- Orchard
- Dam
- Between three and six paddocks, with names and fences and gates
- A trough in each paddock
- A windmill and tank to feed the troughs
- Trees in each paddock
- A road central to their farm
- Two other aspects of their choice (as you are going through the task with your students, you may wish to have a class brainstorm about what these may be)

Students could colour their maps if they wish.

Remind students to have their scale on their map as well as a legend. Also tell them that they are required to give their farm a name which becomes the title of the map.

In a lesson following on from this task, students could swap maps and answer questions about each other's farms.

See appendix 4 for resource.

In another lesson, you could get students to add coordinates and a compass rose to their maps. Students could then complete a similar activity where they swap maps (with someone else this time) and answer questions about mapping, coordinates and directions. Emphasise that it may be hard because some things don't fall directly within one coordinate, so they may need to list more than one coordinate or they could list the coordinate where the majority of the aspect is.

See appendix 5 for resource.



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## *Australian Curriculum links:*

YEAR 5 (Maths): Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)

## FILM COMPARISON

You could watch 'Babe' or 'Charlotte's Web' with your class.

What is portrayed realistically about farming? What is portrayed unrealistically?

See appendix 6 for resource.

Depending on the age/ability of your students, you could get them to write a short essay (500 words) on the following question: Does 'Babe'/'Charlotte's Web' portray farming realistically? Give examples to support your choice.

## *Australian Curriculum links:*

YEAR 6 (English): Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Identify, describe, and discuss similarities and differences between texts (ACELT1616)

Compare texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

## FARMERS IN TRAINING

Source some grains/seeds so that students can experiment with growing them. You could do this by accessing them directly from a farmer, a seed distributor, supermarket or a health food shop. Grains/seeds that you could grow could include: barley, wheat, peas, beans, lupins, sunflowers, lentils, canola etc.

You could grow these grains/seeds in recyclable containers (margarine, icecream etc), directly in the ground or in planter boxes.

Students could work with a partner for this activity.

Encourage students to grow a control crop as well as another three with different variables (water, sunlight, soil, fertiliser, depth, spacing etc). To come up with these variables, you could have a class brainstorm on the whiteboard or depending on your students, you could just tell them the variables they will be testing.

Students will be required to observe their crops once a week and record their observations.

See appendix 7.

To extend this learning task, you could get students to complete a research investigation on where their chosen grains/seeds are grown in the world and in what weather conditions, how they are harvested, what they are used for etc.

Students could complete this task for all of their chosen grains/seeds or for just one.

See appendix 8 for resource.

You could take this task one step further by asking students to write an information report about one of their seeds/grains.



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Remind students of the format of an information report:

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

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 and diagrams.

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

*Australian Curriculum links:*

YEAR 5/6 (Science): Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)

With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231)

Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy (AC SIS087)

Compare data with predictions and use as evidence in developing explanations (AC SIS218)

YEAR 6 (Science): The growth and survival of living things are affected by physical conditions of their environment (AC SSU094)

## GRAIN AND SEED ART

See appendix 9 for example.

For this activity, you will need to source some different grains. You can buy lots of inexpensive ones in the soup mix section at supermarkets.

Ask students to draw a simple farming scene on the top half of their horizontal A4 page. You may like to have a quick class or partner discussion about what they can include in their scene. They can then colour this with texta, pencil, crayon or oil pastels.

Using pencil, ask students to design the pattern in which they will glue grain onto their art work.

The example shows water paints that have been spread on top of the drawing before sticking on seeds, however this is not necessary. You could just use coloured paper to begin with or not have any background colour.

Students can then stick a variety of grains on their art work using wood glue/aquadhere.

Make sure these art works are put aside overnight to dry.

*Australian Curriculum links:*

YEAR 5/6 (Visual Arts): Develop and apply techniques and processes when making their artworks (ACAVAM115)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

## CREATING A TEXT

Give students the task of creating a book for a Junior Primary student based on the 'Old McDonald Had a Farm' nursery rhyme:

Old McDonald had a farm





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E I E I O

On that farm he had some 'animals'  
With a 'noise' here and a 'noise' there  
Here a 'noise', there a 'noise', everywhere a 'noise' 'noise'  
Old McDonald had a farm  
E I E I O

Give students a particular number of animals/pages you require them to have in their book. Students could compile these in a number of ways: on paper, using word processing programs on a computer, iPad applications etc.

Once students have completed their books, organise for them to read these to a younger class.

Students could self and peer-assess their books using a simple rubric. You can also assess students books by using the same rubric.

See appendix 10.

You may wish to remind students in the 'comment' section of the assessments to use a sandwich: start with a good comment (bread), then put something to work on in the middle (inside of the sandwich) and then finish with another good comment (bread).

## *Australian Curriculum links:*

YEAR 5 (English): Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

YEAR 6 (English): Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

## ANIMAL INVESTIGATION

Ask students to write down as many farm animals they can think of in one minute. Go around the class and write a list on the board that includes all of these animals.

Give students the task of researching and illustrating a farm animal's lifecycle. You could allow students to choose their animal or you could give them one to research.

Before allowing students to begin to research their farm animal, show them some examples of a lifecycle. You will find ample examples by doing a simple Google image search. You could choose students at random to suggest an animal (not a farm animal!) for you to search on the interactive whiteboard. While looking at these examples, talk about the main elements of a lifecycle: birth, growth, maturity, reproduction and death.

Inform students that their lifecycles will need to include four to six milestones that include: birth, growth, maturity, reproduction and death. Each stage must be described and have an accompanying picture. As well as illustrating the farm animal's life cycle, students are required to write a short description of the animal and its features, describe its habitat and living conditions,





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diet and five interesting facts. Get students to begin this task by using the brainstorming sheet to take notes while they are researching.

See appendix 11 for resource.

Once students have collected all the required information, they can present it. This could be done simply on an A3 poster or could also be presented through a Powerpoint presentation (that could be shared with the class once completed).

This task can be self, peer and teacher assessed.

See appendix 12 for resource.

## *Australian Curriculum links:*

YEAR 5 (Science): Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093)

## PADDOCK PLANNERS

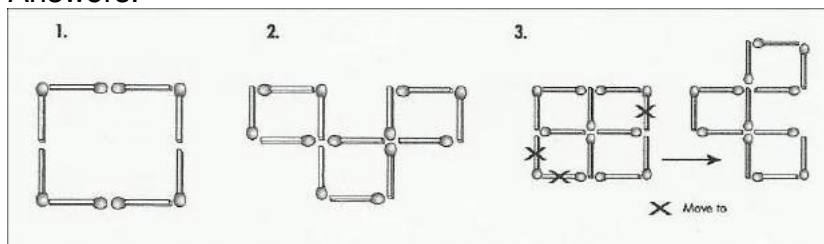
This task involves problem solving questions about paddock perimeters.

See appendix 13 for resource.

It would be best if students had toothpicks to complete these problems.

This task could be completed individually: the first two problems will be relatively easy for students, while the third problem requires a bit more thinking.

## Answers:



Once students have solved these problems, ask them to write three of their own.

Students can develop these problems by using the toothpicks before recording their questions.

Once written, students can swap with a partner to solve their toothpick paddock problems.

## *Australian Curriculum links:*

YEAR 5 (Maths): Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (AC MNA291)



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## ***DURING THE KAROONDA FARM FAIR***

### PROGRAM PICKERS

Collect a Karoonda Farm Fair program from the main gates.

Students are required to answer questions based on what is in the program.

See appendix 14 for resource.

#### *Australian Curriculum links:*

YEAR 5 (English): Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

Use comprehension strategies to analyse information (ACELY1703)

### REVIEWING STALLS

Once you've had a bit of a wander around the stalls at the Karoonda Farm Fair, ask students to choose five stalls to look at further. Students are then required to record some information about each of the stalls. This includes: name of stall/business, what they are displaying/selling, use of mottos/promotional materials and price range of items. The table also asks students to list one item from each stall that they would like to have and why.

Before sending students off to complete this task, give them a particular space to explore, for example: Yurgo, Wingamin, Lowaldie and Wynarka Streets. For safety reasons make sure students are in pairs. It would also be useful to gather students around one stall and use the stall as an example to go through each of the aspects of the table.

See appendix 15 for resource.

#### *Australian Curriculum links:*

YEAR 5 (English): Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)

### BEING THE BOSS

This task involves students designing a stall that they could have at the Karoonda Farm Fair.

It requires students to: have a name for their business, generally describe what they would be selling, list and give a price for ten particular items, develop a business motto, think about promotional materials, justify their business and draw what their stall would look like.

See appendix 16 for resource.

Once students have designed their stall, it would be worthwhile getting them to describe it to a partner or small group so that any questions can be clarified. Partners/groups could give the stall designer feedback through the two stars and a wish approach: two positive things (two stars) and one thing to work on/one question (a wish).

#### *Australian Curriculum links:*

YEAR 5 (Maths): Create simple financial plans (ACMNA106)

YEAR 6 (Design and Technology): Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)



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## FARM FAIR ADJECTIVES

Ask students to list five words to describe the Farm Fair. Get them to write a sentence about why they chose each word. This could be shared with a partner as well as through a group discussion. See appendix 17 for resource.

*Australian Curriculum links:*

YEAR 5 (English): Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

## FARM FAIR DESCRIPTION

This task requires students to summarise by describing the Karoonda Farm Fair in 25 words. To do this, students are required to record notes about: who, what, where, when, why and how in regards to the Karoonda Farm Fair. These notes will help students to pick key words and write a summarising 25 words about the Farm Fair. Once completed, share some in a group discussion. See appendix 18 for resource.

*Australian Curriculum links:*

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources (ACELY1713)

## ***AFTER ATTENDING THE KAROONDA FARM FAIR***

### 3-2-1

This activity requires students to reflect on their visit to the Karoonda Farm Fair. Students are asked to name three things they learnt at the Karoonda Farm Fair, list two things they'd like to learn more about that they saw at the Farm Fair and think one question they have about something they saw at the Karoonda Farm Fair. See appendix 19 for resource.

*Australian Curriculum links:*

YEAR 6 (English): Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

## PERSUASIVE WRITING

Ask students to write a persuasive piece to parents/caregivers about attending the Karoonda Farm Fair. Pose the question: Why should your parents take you to the Farm Fair? Students could complete this task by writing a persuasive letter. Before asking students to begin planning and writing the task, brainstorm a list of ideas on the board about what is good about attending the Farm Fair. What would parents/caregivers enjoy doing at the Farm Fair? You could achieve this by asking students to write down some ideas individually and then collating and adding to them after talking with a partner. Each pair could then share one idea during the class discussion.



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Students will need to plan their writing. To do this, use the planning format that you would usually use with your class. Remind students about the components of a piece of persuasive writing:

- Introduction: who is persuading and what is the argument?
- One main point supported by two elaborations/examples
- Another main point supported by two elaborations/examples
- A final main point supported by two elaborations/examples  
Depending on your students, you could encourage them to use more than three points and/or more than two elaborations
- Conclusion/summary of the persuasive piece that restates the argument

Once planned, students can write their persuasive piece. They could do this on a computer, iPad or by hand.

Students could then share their persuasive pieces with a partner, the class or with a larger audience (school assembly). It would also be useful to get students to share these persuasive pieces with their parents/caregivers.

## *Australian Curriculum links:*

YEAR 5 (English): Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

## JOIN THE DOTS

Using the previous activities and experiences students have completed about the Karoonda Farm Fair, ask them to make a list of as many words they can think of to do with the Farm Fair. Share these in an elimination activity where students take it in turns to share one of their words. If they hear one of the words they have written down, they give it a tick. This activity continues until there is one student left and they are Farm Fair Champion!

Choose six volunteers to give you a word from their list. Write these words on the board with a dot beside each of them.

From the list of words students have written down, ask them to choose six.

On a blank page or piece of paper, ask students to put six dots on the page. Get students to write one of their chosen words beside each dot (like you have just done on the board).

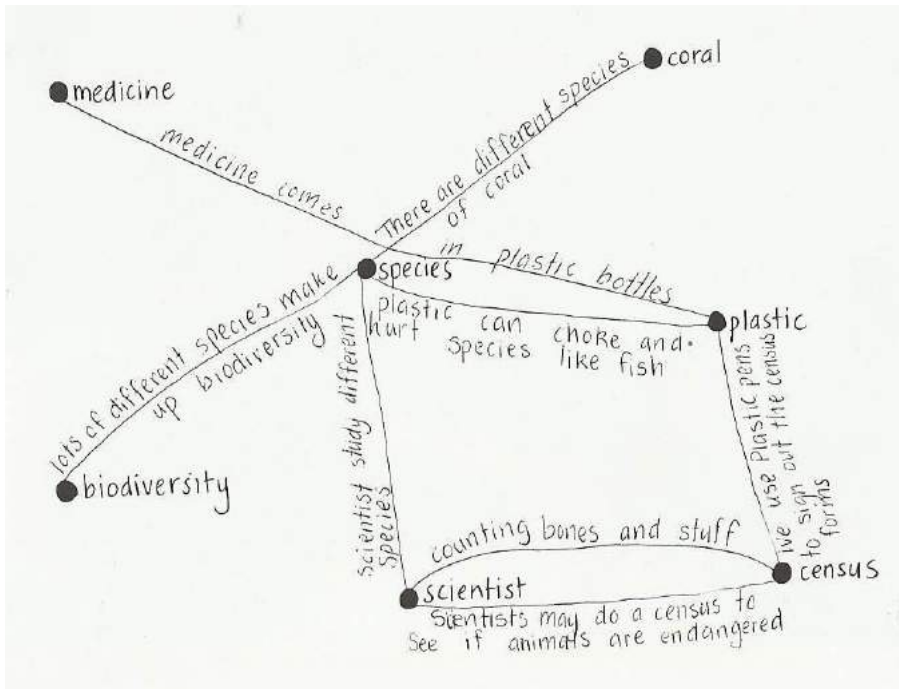
As an example, show students that they need to develop two connections for each word by drawing a line between the dots and then writing a brief description about their connection. You could begin by making two or three connections and then you could ask for volunteers. See the example on the next page for further explanation.

Once students understand what to do they can then develop two connections for each word and write a brief description about each connection.



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## *Australian Curriculum links:*

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

## CINQUAIN POETRY

For this activity, students will be writing cinquains about the Karoonda Farm Fair. Show students the following structure of the cinquain they will be writing:

Line 1: One word to describe the Farm Fair

Line 2: Two (different) words to describe the Farm Fair

Line 3: Three words describing what is at the Farm Fair

Line 4: Four words describing the feeling/mood of the Farm Fair

Line 5: One word with similar meaning to line one

Using the brainstorm completed for the 'Join the dots' activity, ask students to write a cinquain about the Karoonda Farm Fair.

Ask students to present these to display either on the computer or by hand.

## *Australian Curriculum links:*

YEAR 5 (English): Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

## TWEETING

In this activity, students will be asked to write a Tweet about the Karoonda Farm Fair.

Start by having a class discussion about Twitter being a form of social media and the messages that people post are called 'Tweets'. Tweets have to be a total of 140 characters or less. This means they are short and focused messages. A space counts as a character.



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Ask students to write a Tweet about the Karoonda Farm Fair. It needs to be a summary about the event. Encourage students to write down key words/phrases about the Farm Fair. Then get them to use these key words/phrases in sentences to form their Tweet. The resource sheet has two grids to do this: one for trial and error and the other for students final Tweets. You may wish to get students to write their name under the second grid and cut them off the bottom of the sheet so that you can display them.

See appendix 20 for resource.

*Australian Curriculum links:*

YEAR 6 (English): Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)





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## ***APPENDICES***

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APPENDIX 21 – COLOURING COMPETITION EXAMPLE

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# KAROONDA FARM FAIR WORK BOOKLET



Name \_\_\_\_\_

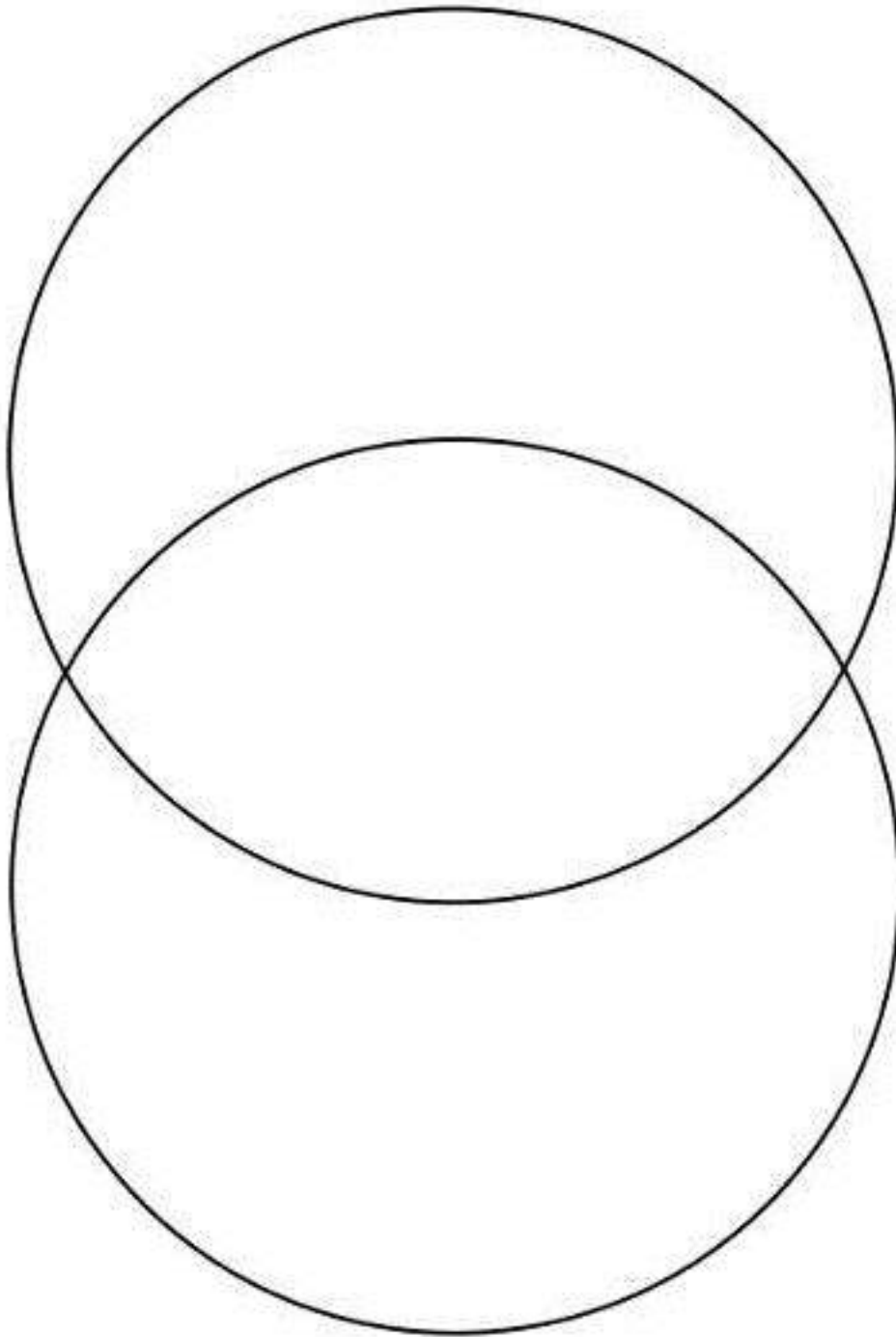
School \_\_\_\_\_



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# FARMING BRAINSTORM

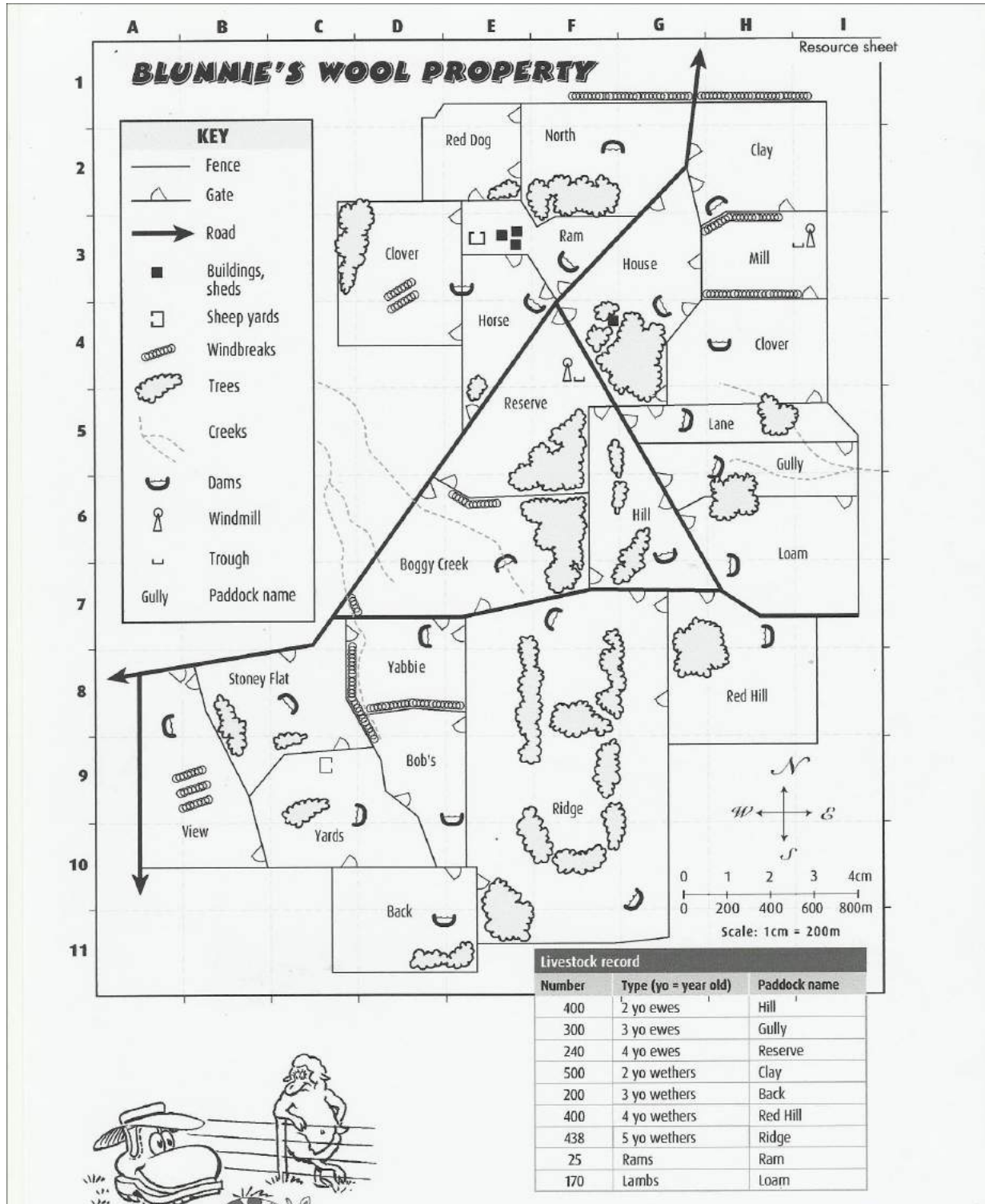




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## MAPPING BLUNNIE'S WOOL PROPERTY







## MAPPING BLUNNIE'S WOOL PROPERTY

Answer the following questions using  
Resource sheet, Blunnie's Wool Property.



- 1.** List some natural and human made features on the map:
  - a) Natural  
.....  
.....  
.....
  - b) Human made  
.....  
.....  
.....
- 2.** Find and write what you see in E6.  
.....  
.....
- 3.** Give the grid coordinates for the two sets of sheep yards.
  - a) ..... b) .....
- 4.** Draw a windmill and a trough in H2.
- 5.** Why do wool producers plant trees for windbreaks?  
.....  
.....
- 6.** How many sheep are there on the whole property?  
.....
- 7.** What number and type of sheep will you find in Back paddock?  
.....
- 8.** Use the scale to measure the perimeter of the wool property in metres.  
.....
- 9.** How far would it be in metres to muster sheep from the gate into Red Hill paddock to the gate into Clay paddock using the road? (Use the scale)  
.....
- 10.** Ridge paddock has an area of 200 hectares and has been recently planted with lucerne and clover. You can now run 10 sheep per hectare. How many sheep could you now put into Ridge paddock?  
.....
- 11.** If one ram mates about 50 ewes, approximately how many rams would you need to put into:
  - (a) Gully paddock .....
  - (b) Hill paddock .....
- 12.** If 80% of ewes are likely to have a lamb, calculate how many lambs (no twins) the pregnant ewes are likely to have in:
  - (a) Hill paddock .....
  - (b) Reserve paddock .....
- 13.** If wool producers are receiving \$110 per lamb, how much will the wool producer get if 50% of the lambs from the Loam paddock are sold?  
.....
- 14.** If the wool producer needs some quick cash and decides to sell some older sheep, which paddock would they be taken from?  
.....
- 15.** Why might the paddock in D3 be empty?  
.....
- 16.** What are the benefits of having trees in paddocks?  
.....  
.....  
.....





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# SWAPPING FARMS

NAME OF PERSON'S FARM: \_\_\_\_\_

**How many centimetres is it between:**

- The house and the shed? \_\_\_\_\_
- The orchard and the vegetable patch? \_\_\_\_\_
- The shearing shed and the closest part of the road? \_\_\_\_\_
- The windmill and the dam? \_\_\_\_\_
- The chook yard and the house? \_\_\_\_\_
- The trough and the gate in three paddocks?

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

- The trees and the trough in three paddocks?

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_



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**Using your previous answers and the scale of the map, what is the realistic distance between:**

- The house and the shed? \_\_\_\_\_
- The orchard and the vegetable patch? \_\_\_\_\_
- The shearing shed and the closest part of the road? \_\_\_\_\_
- The windmill and the dam? \_\_\_\_\_
- The chook yard and the house? \_\_\_\_\_
- The trough and the gate in three paddocks? \_\_\_\_\_



Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

- The trees and the trough in three paddocks?

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

Paddock name: \_\_\_\_\_ Distance: \_\_\_\_\_

**Make sure you swap with your partner and mark each other's answers!**



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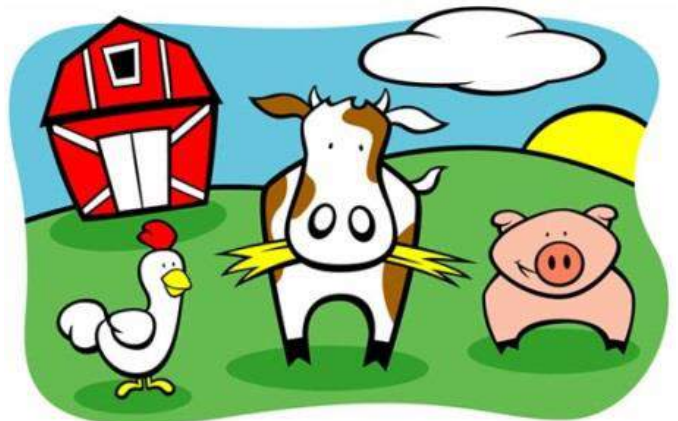
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## MAPPING, COORDINATES AND DIRECTIONS

NAME OF PERSON'S FARM: \_\_\_\_\_

**Write the coordinate/s of:**

- The house \_\_\_\_\_
- The orchard \_\_\_\_\_
- The shearing shed \_\_\_\_\_
- The windmill \_\_\_\_\_
- The chook yard \_\_\_\_\_
- The vegetable patch \_\_\_\_\_



- The trough in three paddocks:  
Paddock name: \_\_\_\_\_ Coordinate/s: \_\_\_\_\_  
Paddock name: \_\_\_\_\_ Coordinate/s: \_\_\_\_\_  
Paddock name: \_\_\_\_\_ Coordinate/s: \_\_\_\_\_

- The gate in three paddocks:  
Paddock name: \_\_\_\_\_ Coordinate/s: \_\_\_\_\_  
Paddock name: \_\_\_\_\_ Coordinate/s: \_\_\_\_\_  
Paddock name: \_\_\_\_\_ Coordinate/s: \_\_\_\_\_



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- The trees in three paddocks:

Paddock name: \_\_\_\_\_ Coordinate/s \_\_\_\_\_

Paddock name: \_\_\_\_\_ Coordinate/s \_\_\_\_\_

Paddock name: \_\_\_\_\_ Coordinate/s \_\_\_\_\_

## Give the direction of:

- 1) The orchard from the vegetable patch \_\_\_\_\_
- 2) The chook yard from the vegetable patch \_\_\_\_\_
- 3) The vegetable patch from the orchard \_\_\_\_\_
- 4) The shed from the house \_\_\_\_\_
- 5) The house from the shed \_\_\_\_\_
- 6) The sheep yards from the shearing shed \_\_\_\_\_
- 7) The closest part of the road from the house \_\_\_\_\_
- 8) The dam from the house \_\_\_\_\_
- 9) The tank from the windmill \_\_\_\_\_
- 10) The windmill from the house \_\_\_\_\_

**Make sure you swap with your partner and mark each other's answers!**



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# MOVIE RESPONSE

MOVIE: \_\_\_\_\_

What is portrayed <b>realistically</b> about farming in the movie?	What is portrayed <b>unrealistically</b> about farming in the movie?
What do you think the movie has missed about farming?	



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# SEED PLANTING EXPERIMENT

SEED/GRAIN: \_\_\_\_\_

CONTROL or VARIABLE (circle)

If variable, list: \_\_\_\_\_

DATE PLANTED: \_\_\_\_\_

PREDICTION OF HOW LONG IT WILL TAKE TO SPROUT:

\_\_\_\_\_

DATE SPROUTED: \_\_\_\_\_

Date	Height	Picture	Prediction for next week: height	Prediction for next week: drawing



[illegible]



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## SEED RESEARCH



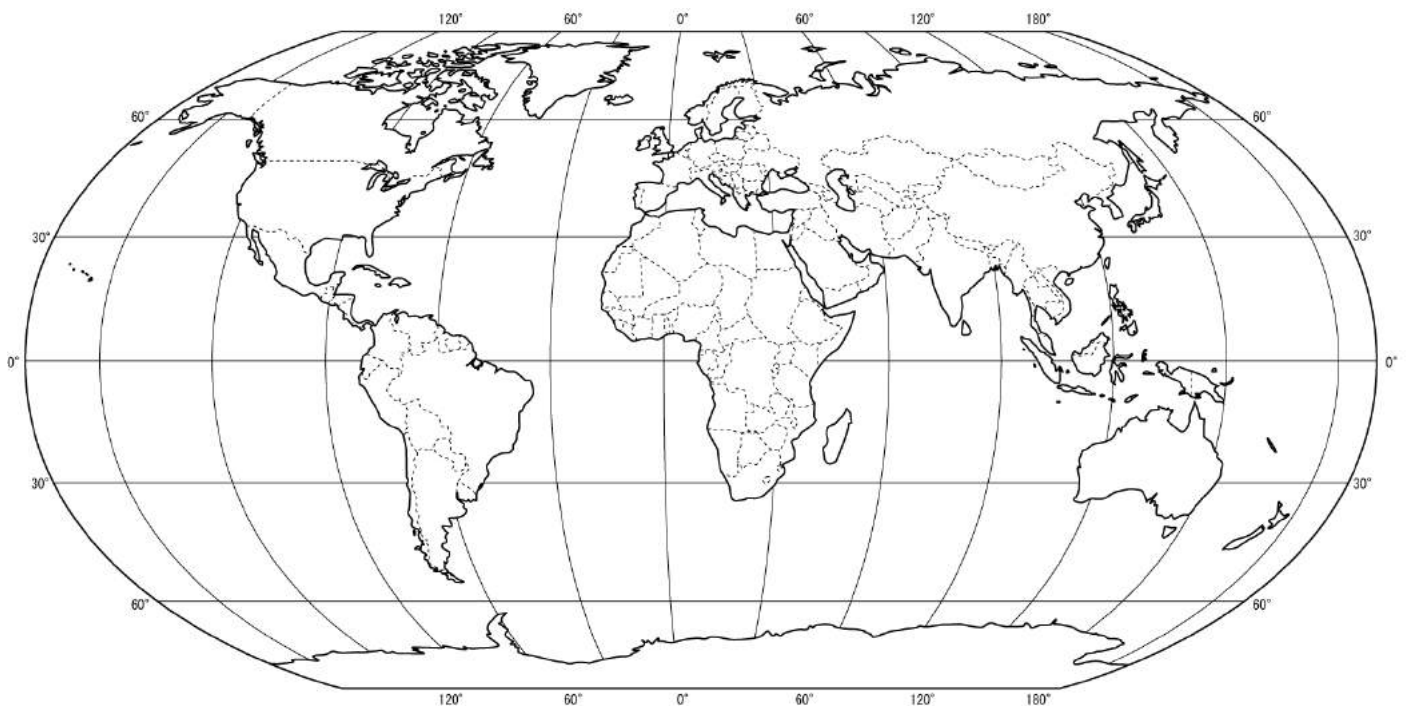
Seed/grain: \_\_\_\_\_

Where in the world it's grown:

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---

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Weather conditions suitable for growing:

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How it is harvested:

---

---

---

What the grain/seed is used for:

---

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---

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Five other interesting facts about it:

1. 

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2. 

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3. 

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4. 

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5. 

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Resources used:

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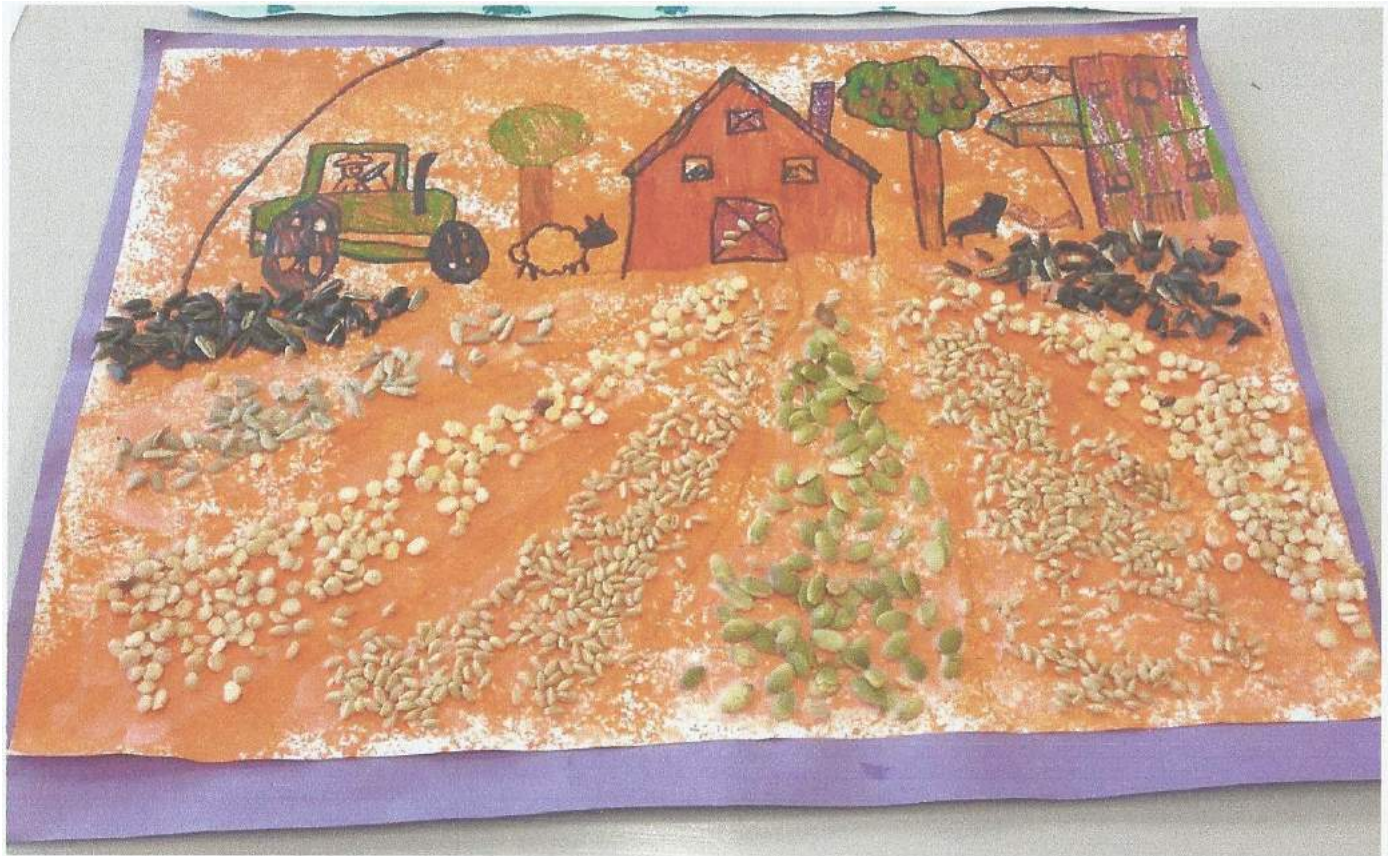
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# GRAIN AND SEED ART





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## OLD McDONALD HAD A FARM BOOKS

### Self-assessment

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

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Pages/ verses</b>	Correct amount	Not quite enough	Only partially complete	No book
<b>Aesthetics</b>	Interesting and pleasing to look at	Mostly interesting and pleasing to look at	Somewhat interesting and easy to look at	Not interesting or easy to look at/no book
<b>Text</b>	Text is easy to read	Text is mostly easy to read	Text is somewhat easy to read	Cannot read text/no text
<b>Overall effort</b>	Wonderful effort and book	Good effort and book	Fair effort and book	Inadequate effort and book

**Total:                      /12**

Comment:

---

---

---



## Peer-assessment

Your name: \_\_\_\_\_

Author's name: \_\_\_\_\_

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Pages/ verses</b>	Correct amount	Not quite enough	Only partially complete	No book
<b>Aesthetics</b>	Interesting and pleasing to look at	Mostly interesting and pleasing to look at	Somewhat interesting and easy to look at	Not interesting or easy to look at/no book
<b>Text</b>	Text is easy to read	Text is mostly easy to read	Text is somewhat easy to read	Cannot read text/no text
<b>Overall effort</b>	Wonderful effort and book	Good effort and book	Fair effort and book	Inadequate effort and book

**Total:                      /12**

Comment:

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## Teacher-assessment

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

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Pages/ verses</b>	Correct amount	Not quite enough	Only partially complete	No book
<b>Aesthetics</b>	Interesting and pleasing to look at	Mostly interesting and pleasing to look at	Somewhat interesting and easy to look at	Not interesting or easy to look at/no book
<b>Text</b>	Text is easy to read	Text is mostly easy to read	Text is somewhat easy to read	Cannot read text/no text
<b>Overall effort</b>	Wonderful effort and book	Good effort and book	Fair effort and book	Inadequate effort and book

**Total:                      /12**

Comment:

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# THE LIFE OF A FARM ANIMAL

Animal: \_\_\_\_\_

Description of the animal and its features:

---

---

---

---

---

Habitat and living conditions:

---

---

---

Diet:

---

---

---

Five other interesting facts about it:

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



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Stage of lifecycle	Description

Resources used:

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---

---

---

---



# LIFE OF A FARM ANIMAL ASSESSMENT

## Self-assessment

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

ONLY TICK IF IT APPEARS ON THE LIFECYCLE  
(DO NOT CROSS IF IT'S NOT THERE)

4-6 milestones

☐

*Description*

*Picture*

Birth

☐☐

Growth

☐☐

Maturity

☐☐

Reproduction

☐☐

Death

☐☐

Description (including features)

☐

Habitat and living conditions

☐

Diet

☐

5 facts

☐☐☐☐☐

Aesthetics

☐☐☐

(3 ticks= brilliant, 1=okay)

Overall effort

☐☐☐

(3 ticks= brilliant, 1=okay)

**Total:**

**/25**

Comment:

---

---

---



## Peer-assessment

Your name: \_\_\_\_\_  
Creator of lifecycle: \_\_\_\_\_

ONLY TICK IF IT APPEARS ON THE LIFECYCLE  
(DO NOT CROSS IF IT'S NOT THERE)

4-6 milestones

☐

*Description*

*Picture*

Birth

☐☐

Growth

☐☐

Maturity

☐☐

Reproduction

☐☐

Death

☐☐

Description (including features)

☐

Habitat and living conditions

☐

Diet

☐

5 facts

☐☐☐☐☐

Aesthetics

☐☐☐

(3 ticks= brilliant, 1=okay)

Overall effort

☐☐☐

(3 ticks= brilliant, 1=okay)

**Total:**

**/25**

Comment:

---

---

---



## Teacher-assessment

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

TICK=ASPECT PRESENT  
NO TICK=NOT PRESENT

4-6 milestones

☐

*Description*

*Picture*

Birth

☐☐

Growth

☐☐

Maturity

☐☐

Reproduction

☐☐

Death

☐☐

Description (including features)

☐

Habitat and living conditions

☐

Diet

☐

5 facts

☐☐☐☐☐

Aesthetics

☐☐☐

(3 ticks= brilliant, 1=okay)

Overall effort

☐☐☐

(3 ticks= brilliant, 1=okay)

**Total:**

**/25**

Comment:

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---

---

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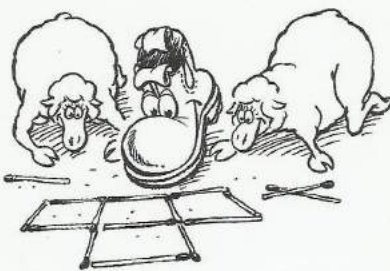
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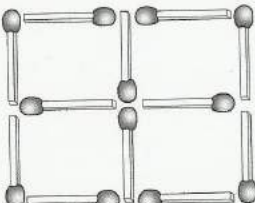
# Paddock Planners

## Paddock Planning

Farmer Meg wants to change the way her sheep graze their paddocks by changing the paddock sizes and layout.  
Use your problem solving skills to help her plan her farm.

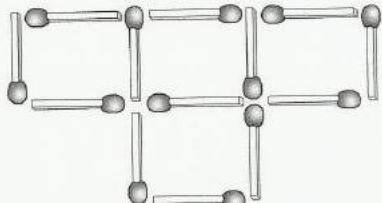


**1.** Make four paddocks using 12 matches or toothpicks to represent fences, as shown below.



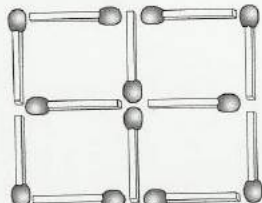
**?** Remove four fences (matches or toothpicks) to help Meg change these four paddocks into one large paddock.  
Draw your solution in the space below.

**2.** Make four paddocks using 13 matches or toothpicks to represent fences, as shown below.



**?** Remove only one match to leave three paddocks of equal size.  
Draw your solution in the space below.

**3.** Make four paddocks using 12 matches or toothpicks to represent fences, as shown below.



**?** Move three matches to make three paddocks the same size.  
Draw your solution in the space below.

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





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## PROGRAM PICKERS

1. List ten nouns you see on the cover of the program:

\_\_\_\_\_

\_\_\_\_\_

2. How much would it cost for you to attend the Farm Fair on Saturday the 6<sup>th</sup> of April? \_\_\_\_\_

What about your whole (immediate) family? Show your working out.

\_\_\_\_\_

3. Where are the sponsors listed? \_\_\_\_\_

Name three sponsors: \_\_\_\_\_

\_\_\_\_\_

4. Who is the President of the Karoonda Farm Fair? \_\_\_\_\_

5. At what time/s and day/s does the Fashion Parade run?

\_\_\_\_\_

6. Where is the Landmark site located? \_\_\_\_\_

7. Name the three sponsors of the V8 Lawnmower Spectacular:

\_\_\_\_\_

\_\_\_\_\_

8. Where is the Photography Competition located? \_\_\_\_\_

9. What site number is Bull Rush? \_\_\_\_\_

10. Whose future talent is the entertainment for Friday night?

\_\_\_\_\_

What about the Saturday entertainment? \_\_\_\_\_



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## STALL REVIEWS

Name of stall/ business	What are they selling/ displaying?	Do they use any mottos or promotional materials?	What is the price range of what they're selling?	If you could have anything from this stall, what would it be and why?



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## BEING THE BOSS: DESIGNING A STALL

Name of your stall/business: \_\_\_\_\_

What kinds of things would you sell?

---

---

---

List ten specific items you would sell and their prices:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

What is your business motto? \_\_\_\_\_

---



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What promotional materials will you use?

---

---

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Why have you chosen to design a business to sell these items?

---

---

---

Draw what your stall would look like:



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# FARM FAIR ADJECTIVES

List five adjectives to describe the Karoonda Farm Fair.  
Write one sentence describing why you have chosen each adjective.

1. \_\_\_\_\_

.....

.....

.....

2. \_\_\_\_\_

.....

.....

.....

3. \_\_\_\_\_

.....

.....

.....

4. \_\_\_\_\_

.....

.....

.....

5. \_\_\_\_\_

.....

.....

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**KAROONDA FARM FAIR INC.**

PO Box 6  
Murray Bridge SA 5253  
Facsimile: 08 8538 2864  
[info@farmfair.com.au](mailto:info@farmfair.com.au)  
[www.farmfair.com.au](http://www.farmfair.com.au)

# WHAT'S THE BIG IDEA?

Record any words that answer the following questions about the  
Karoonda Farm Fair:

Who? \_\_\_\_\_

\_\_\_\_\_

What? \_\_\_\_\_

\_\_\_\_\_

Where? \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

Summarise the above text in 25 words:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



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**3...2...1!**

*Reflecting on your visit to the Farm Fair...*

What are three things you learnt?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What are two things you saw at the Farm Fair that you'd like to know more about?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

What's one question you have about something you saw at the Farm Fair?

1. \_\_\_\_\_  
\_\_\_\_\_



[illegible]



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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](http://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](http://www.farmfair.com.au)

Email: [shaneandsonmarcho@hotmail.com](mailto: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 22<sup>nd</sup> March 2019



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