

# LESSON PLANS for BEEF CATTLE, AN A-TO-Z BOOK



## About the Book:

*Beef Cattle, An A-to-Z Book* introduces beef cattle to younger elementary school children. It discusses why beef cattle, raised in all 50 states, are important to the United States and how we benefit from being a cattle-producing country.

*Beef Cattle, An A-to-Z Book* presents important cattle facts alphabetically with each page introducing a new vocabulary word illustrated with a photo. The suggested activities at the end of the book can be included with your lesson plans.

## To the teacher:

The activities listed in these teacher guide materials are recommended activities that connect to the Common Core Standards.

Some activities are short, independent activities that quickly review topics covered in *Beef Cattle, An A-to-Z Book*.

Several activities could take a few days to complete and may involve additional resources, such as electronic devices to create PowerPoint presentations, or display pictures and other creative ideas you want to show your students.

## Standards addressed:

These materials satisfy numerous Common Core Standards. See the tables pages 2–5 for analysis of each activity. Several activities could be adapted to meet additional standards.

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Grade Level	Content area	Content activity	Common Core Standard
<b>K</b>	<b>Reading</b>	Discussion questions Word list	With prompting and support, ask and answer questions about key details in a text.
		Discussion questions Word list Crossword puzzle Matching	Ask and answer question about unknown words in a text.
		Discussion questions	With prompting and support, describe the relationship between illustrations and the story in which they appear.
	<b>Writing</b>	Dictionary search Spelling words Beef cattle town	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
		Dictionary search Spelling words Beef cattle town Word list	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		Discussion questions Word list	With guidance and support from adults, recall word list information from experiences or gather information from provided sources to answer a question.
	<b>Speaking/ Listening</b>	Discussion questions Word list	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
		Discussions questions Book reading Beef cattle map/ worksheet Word list	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		Discussion questions Book reading	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	<b>Language</b>	Spelling words Dictionary search Beef cattle town Cattle game	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Crossword puzzle Discussion questions Spelling words Dictionary search Matching Word list	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	<b>Mathematics</b>	Dot-to-dot	Count forward beginning from a given number within the known sequence.
		Beef addition Beef subtraction Cattle math	Understand the relationship between numbers and quantities; connect counting to cardinality.
		Beef addition Beef subtraction Cattle math	Count to answer, "How many...?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.
		Beef addition Beef subtraction Cattle math	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting-out situations, verbal explanations, expressions, or equations.
Beef addition Beef subtraction		Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem.	



Grade Level	Content area	Content activity	Common Core Standard
1	Reading	Discussion questions Crossword puzzle Matching Word list	Ask and answer questions about key details in a text.
		Research project Beef cattle, USA Spelling words Word list	Use illustrations and details in a story to describe its characters, setting, or events.
		Discussion questions	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	Writing	Research project Beef cattle, USA Spelling words	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
		Research project Beef cattle, USA	Participate in shared research and writing projects.
		Discussion questions Research project Matching Word list	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Speaking/ Listening	Discussion questions Research project Word list	Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
		Discussion questions Beef cattle map/ worksheet Word list	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Language	Spelling words Dictionary Search Beef cattle, USA Cattle game Research project	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Research project Beef cattle, USA Spelling words Dictionary search Crossword Puzzle Word list	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
	Mathematics	Beef addition Beef subtraction	Use addition and subtraction within 20 to solve word problems involving situation of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Beef addition	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Beef addition Beef subtraction	Apply properties of operations as strategies to add and subtract.
		Beef subtraction Cattle math	Understand subtraction as an unknown-addend problem.



Grade Level	Content area	Content activity	Common Core Standard
2	Reading	Word list Discussion questions Crossword puzzle Matching Research project	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		Discussion questions Word list	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		Discussion questions Matching	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
		Discussion questions	Explain how specific images contribute to and clarify a text.
	Writing	Dictionary search Spelling words Beef cattle town Research project	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
		Spelling words Beef cattle town Research project Word list	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		Research project Beef cattle town	Participate in shared research and writing projects.
		Discussion questions Research project Beef cattle map/ worksheet Word list	Recall information from experiences or gather information from provided sources to answer a question.
	Speaking/ Listening	Discussion questions Research project Word list	Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups.
		Discussion questions Word list	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Language	Spelling words Dictionary search Beef cattle town Research project Cattle game	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Discussion questions	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade two reading content, choosing flexibly from an array of strategies.
		Research project Beef cattle,USA Spelling words Dictionary search Crossword puzzle Word list	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.



Grade Level	Content area	Content activity	Common Core Standard
	Mathematics	Beef addition Beef subtraction	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.
		Beef addition Beef subtraction Cattle math	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		Beef addition Beef subtraction Cattle math	Add up to four two-digit numbers using strategies based on place value and properties of operations.
		Beef addition Beef subtraction Cattle math	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundred and hundreds, tens and tens, ones and ones; and that sometimes it is necessary to compose or decompose tens or hundreds.



This is a list of suggested activities for you to do with your students that tie the Common Core Standards to *Beef Cattle, an A-to-Z Book*. Some of these activities take several days to do, and some take only a few minutes. Some activities involve the entire class and some could be done in small groups or independently.

## Activity: Discussion Questions

### Questions before reading:

- What do you know about beef cattle?
- Where do they live?
- What do they eat?
- What colors can beef cattle be?
- Beef cattle give people food and other things. Can you name something we get from them?
- Who helps raise beef cattle?

### While reading the story, ask the listeners some of the following questions:

- Aa What type of land do beef cattle live on? (Grassy, open fields)  
The meat from beef cattle is called what? (Beef)
- Bb Are there only four breeds of beef cattle? (No, there are many different breeds)  
What are some of the colors of cattle? (Black, brown, white, etc.)
- Cc What does a herd mean? (A group of cattle)  
A baby cattle is called a what? (Calf)  
The male cattle is called a what? (Bull, steer)  
The female cattle is called a what? (Cow)
- Dd If a ration is the mixture of food beef cattle eat, what types of food are in a ration?  
(Grain, grasses, other feed)
- Ee People who raise beef cattle take care of the environment by using what? (Land not usable for crops)
- Ff Do feedyards have a few cattle or many cattle? (Many)  
What types of food do cattle eat in the feedyard? (Grains, hay, vitamins, minerals)
- Gg Have you been to the meat section of your grocery store? (Yes)  
What types of meats have you seen at the store? (Beef, chicken, pork, etc.)  
What meats have you seen from cattle at the store? (Ground beef, steak, etc.)
- Hh Why are beef cattle's hooves called cloven hooves? (Their hooves are split into two toes; "cloven" means "split.")
- Ii What is a way a rancher or farmer identifies their cattle? (Eartags, branding)
- Jj What jobs do you see in these pictures that come from working with cattle? (Working on the farm/ranch, driving the beef/cattle different places, working with the beef from the cattle, working in laboratories to test animal feed; also Vv page.)



- Kk What kinds of things are made from beef cattle hides? (Furniture, baseballs, baseball gloves, car seats, etc.).
- Ll The white part on this piece of meat is the fat; is this meat lean, having a little bit of fat, or is it NOT lean, having lots of fat? (Lean, not a lot of fat)
- Mm On what section of MyPlate does beef belong? (Protein)
- Nn What does Z-I-P stand for? (Zinc, iron, protein)
- Oo Can you name a type of beef you have eaten at a restaurant? (Answers will vary)
- Pp Judging from the picture, what could grazing mean? (Eating grass, sitting, standing) It means “eating grass.”  
What do you think a pasture is? (A fenced area for the cattle, a grassy field) It is land covered with plants suitable for grazing.
- Qq Is it a good thing or a bad thing to have high quality beef for people to buy? (Good)  
How could farmers and ranchers take care of their cattle? (Nutritious foods, good clean water, big pastures, etc).
- Rr Why do you think ranchers might use vehicles to round up the cattle? (To move/scare the cattle)  
Why would farmers want their cattle to be rounded up? (To switch to a new pasture, to find all the cattle, to check and brand the new calves, to send them to market)
- Ss Do people chew cud as cattle do? (No)  
Why do you think that is? (We do not have four parts to our stomach, we do not eat grass.)
- Tt When do you think cattle use their tail the most? (Summer with all the flies, etc).
- Uu What state do we live in?  
Does our state raise the most beef cattle?  
How can you tell? (Outlined in red, not outlined in red)
- Vv Whom else do veterinarians take care of? (Cats, dogs, other farm animals, etc.)
- Ww How do you know beef cattle can stay outside all year long? (The picture shows them outside in winter, the book says they live outdoors in all weather)
- Xx Have you ever seen BEEF on a food label before? (Answers will vary)
- Yy What did you like best about the beef cattle book? (Answers will vary)
- Zz How do these pictures with kids in them represent beef cattle? (Food for us to eat, leather from their hide, a beef recipe we can make)

**Questions after reading:**

- Where do beef cattle live?  
What do they eat?  
What colors can beef cattle be?  
What do we get from cattle?  
What else do we know about beef cattle?



## Activity: Word List

Teachers make a vertical list of the alphabet for this group activity. We recommend you do this activity on a giant sheet of paper so it can be used again and again. Here is a suggested script:

“Now that we have finished reading *Beef Cattle, an A-to-Z Book*, let’s review all the letters of the alphabet that talked about beef cattle.

“When you think of a word that relates to cattle please raise your hand and share with the class what you thought of. I will write it down and we will see if together as a class we can fill in the entire list!”

## Activity: Crossword Puzzle

Students should solve the crossword puzzle by reading the clues and answering the questions. Students may want to look back at the book for help. An answer key is provided for teacher reference. *Puzzle for copying is on page 12.*

## Activity: Word Search

Students should find all twenty of the beef cattle words from the story. The answers are only forward, backward, up, or down. An answer key is provided for teacher reference. *Word Search for copying is on page 14.*

## Activity: Dictionary Search

With the help of a dictionary or an online resource of your choosing, have students look up the ten definitions and create a sentence to describe the word. If you wish students could draw a picture of their word to try and have the class guess what their dictionary word was. *Dictionary Search word list is on page 16.*

## Activity: Spelling Lists

Similar to the Dictionary Search, students could draw pictures of their words to help them remember. There are three lists at different levels; Farm = K, Hooves = 1, and Pasture = 2. Choose a level or assign different words to different students. *Spelling words are on page 17.*

## Activity: Matching

Students should match the word on the left with a word on the right that is an example of the first word. The two words are connected by something in *Beef Cattle, an A-to-Z Book*. (Example: “breed” and “Hereford” go together because Hereford is a breed of beef cattle). The first answer is given on the student worksheet. *The worksheet for copying is on page 18.*





## Activity: Breeds Coloring Page

This coloring sheet is a great tool to use for reviewing the different breeds of cattle. It might be helpful to use *Beef Cattle: an A-to-Z Book's* Bb page as a sample for the students to reference as needed. It is recommended that you read the sentences below aloud to the students to help them work through what real cattle would look like.

The sheet shows four animals. One (lower right) can only be a Brahman because it has a hump. One can only be a Hereford (upper right) because of the color pattern outlined on it. The other two animals are the same and plain and could be Black Angus or Charolais.

These are the coloring clues to be read aloud:

- “There are many breeds of beef cattle. This sheet shows the four important breeds from the book. Can you color them according to these clues?”
- “One breed has a hump. Cattle of this breed can be white, gray, tan, or dark brown. [If students choose dark brown or white for this breed, be sure to label the breeds as you go to minimize confusion.]”
- “One breed is always brown with a white face and belly.”
- “One breed is called Black Angus.”
- “And the other breed is always white.” [On white paper, this outline would not have to be colored.]
- “Draw a line from the breed name to the animal colored like that breed.”

*The coloring sheet for copying is on page 19.*

## Activity: Dot-to-Dot

Students should connect the dots starting with one, in numerical order, ending with 20, to create the picture of something relating to Beef Cattle. Students may color the picture when they are finished.

*Copy from page 21.*

## Activity: Pin the Tail on the Steer

Students can cut out a tail, color it however they would like and write their name on the tail. Have students take turns being blindfolded and taping their tail as close to the correct spot on the steer as they can. You may choose to just have students guess with their eyes closed, use a blindfold to help students keep their eyes closed, or spin students around (one spin for every year old they are) before they attempt to attach their tail to the steer.

*A tail and large steer for copying are on pages 22–30.*



## Activity: Cattle Game

If students have a difficult time spelling you may want to write the word “cattle” on the board for them to reference. Have students stand in a circle and going clockwise students will spell the word “cattle,” one letter per student. Once the word is spelled, the next student in line must sit down. Then the cattle spelling starts over again. Play until only one student is left standing. To make this game more difficult or interesting, you could choose other vocabulary words from the book.

Student One- “C”  
Student Two- “A”  
Student Three- “T”  
Student Four- “T”  
Student Five- “L”  
Student Six- “E”  
Student Seven- sits down  
Student Eight- “C”  
Student One- “A”

## Activity: Research Presentation

Students can research something about Beef Cattle they found interesting and write a short report. Another option would be to put the topics listed below in a hat and have each student draw out the question they need to research. Students could also create a picture to represent what they were researching.

Possible ideas could include:

- What is agriculture?
- How many breeds of cattle are there?
- What is the difference between a bull and a steer?
- Can beef cattle live all over the world?
- What other beef products exists in your grocery store?
- Why do cattle have cloven hooves?
- Why do farmers and ranchers need to identify their cattle?
- How many things are made of leather from beef cattle hides?
- What does “protein” mean?
- How does beef help keep us healthy?
- What types of beef foods could be ordered at a restaurant?
- What is a pasture?
- How could horses help round up a herd of cattle?
- Why do cattle have four parts to their stomach? *more...*



What does a cattle's tail do?

Do all the United States raise cattle?

Why do farmers put out hay in the winter?

## Activity: Map Reading

Students can use the provided worksheet to answer questions about beef cattle in the United States. This could be a great opportunity to talk about additional researched facts about beef cattle in your own state. *The map, worksheet, and answer key are on pages 31–35. There are color and black-and-white versions of the map and a worksheet to go with each.*

## Activity: Math Worksheets

Students can do Beef Addition and Beef Subtraction word problems with these math sheets. This is a fun way to review facts about beef cattle while doing math. There is also a Cattle Math worksheet that uses very few words, but gives larger numbers to add and subtract.

*Three levels of worksheets and answer key, pages 36–45.*

## Activity: Beef Cattle Town Flag/ Questionnaire

Students can pretend they have purchased a big area of land and they want to turn it into a small town. Use the worksheets to answer questions about their imaginary town as well as create a flag to represent a town with an important beef cattle industry. Before beginning this activity, you may chose to look at different types of flags for different industries as well as flags from local cities near you.

*The worksheet on page 46 is followed by a blank flag on 47.*

## Activity: Cattle Tag

Materials:

An open space with marked borders, a couple of hula hoops (for the pasture “jail”)

Rules:

This game is similar to tag and prisoners' base, but all students are cattle. Boys are bulls and steers; girls are cows. Pick one student to be the farmer to catch all the escaping cattle and one student to be the crazy cow/bull that breaks the fence (don't let the farmer know who is picked).

All students start out roaming around the open space and the farmer catches the cattle by tapping their shoulder. Once tagged, the “cattle” must walk to the hula hoop pasture and wait for the crazy cow/bull to step into the hula hoop and “break the fence” to let the cattle escape. If the farmer manages to tag the crazy cow/bull, the farmer wins and a new game can start.

Variations:

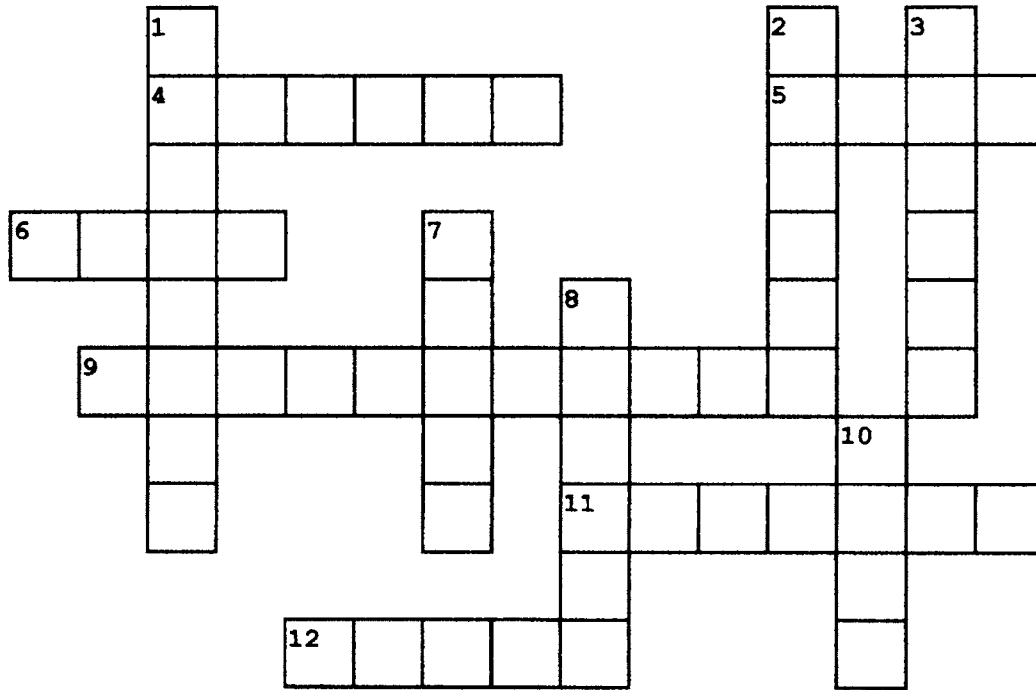
The game could include a farmer and farm helpers.

The game could include multiple crazy cows.

Using a smaller hula hoop or only one hoop might make the game harder for the cattle (and the crazy cow has to work faster at releasing the cattle).



# Beef Cattle Crossword Puzzle



**across**

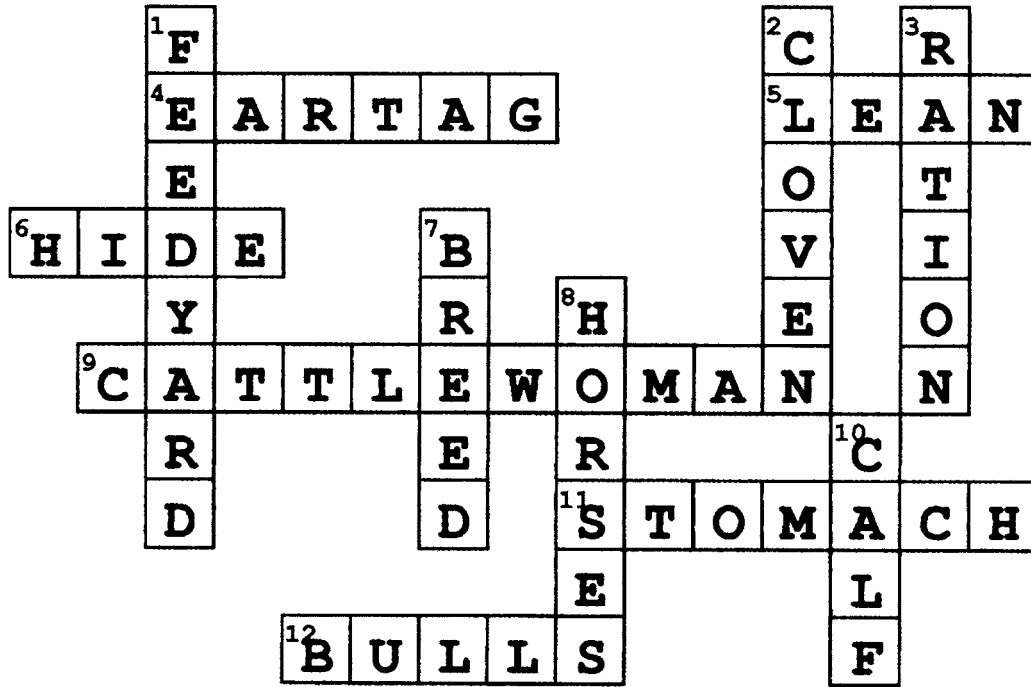
- 4 One way to keep track of beef cattle is for a farmer to put an \_\_\_\_\_ on the animal.
- 5 People like to eat \_\_\_\_\_ beef, which means the beef has little fat.
- 6 This is what leather is made from.
- 9 What do you call a lady who raises beef cattle?
- 11 Beef cattle have four parts to their \_\_\_\_\_.
- 12 Male cattle are either \_\_\_\_\_ or steers.

**down**

- 1 This is where cattle go when they reach 600 to 800 pounds.
- 2 Two-toed hooves are called \_\_\_\_\_ hooves.
- 3 Beef cattle's balanced diet is called a \_\_\_\_\_.
- 7 One \_\_\_\_\_ of beef cattle is Black Angus.
- 8 Sometimes \_\_\_\_\_ are used to help with the cattle round-up.
- 10 A cattle baby is called a \_\_\_\_\_.



# Beef Cattle Crossword Puzzle *answer key*



**across**

**down**

- 4 On way to keep track of beef cattle is for a farmer to put an \_\_\_\_\_ on the animal.
- 5 People like to eat \_\_\_\_\_ beef, which means the beef has little fat.
- 6 This is what leather is made from.
- 9 What do you call a lady who raises beef cattle?
- 11 Beef cattle have four parts to their \_\_\_\_\_.
- 12 Male cattle are either \_\_\_\_\_ or steers.
- 1 This is where cattle go when they reach 600 to 800 pounds.
- 2 Two-toed hooves are called \_\_\_\_\_ hooves.
- 3 Beef cattle's balanced diet is called a \_\_\_\_\_.
- 7 One \_\_\_\_\_ of beef cattle is Black Angus.
- 8 Sometimes \_\_\_\_\_ are used to help with the cattle round-up.
- 10 A cattle baby is called a \_\_\_\_\_.



## Beef Cattle Word Search

B	X	G	E	F	G	V	R	H	A	M	B	U	R	G	E	R	S	K	D	Y	X
R	L	M	G	S	G	R	A	I	N	W	I	M	Q	A	V	Y	M	L	M	O	V
A	B	U	L	L	T	I	W	H	W	C	H	A	R	O	L	A	I	S	C	S	P
H	A	V	A	G	R	I	C	U	L	T	U	R	E	T	A	C	C	A	L	F	H
M	K	X	I	Y	Q	K	F	V	E	T	U	P	H	D	B	E	E	F	A	C	D
A	H	S	U	H	V	O	G	T	U	S	E	R	A	T	R	U	F	I	X	X	Z
N	R	W	Z	D	K	B	X	J	B	G	V	O	Y	P	D	V	A	I	R	Q	L
D	A	I	H	P	Q	W	J	M	J	R	G	T	R	A	Q	U	R	M	C	W	J
Z	N	T	P	A	S	T	U	R	E	A	Y	E	P	W	M	U	M	I	M	A	Z
F	C	C	G	K	D	W	H	Z	Z	S	T	I	J	E	R	I	X	P	N	T	D
R	H	H	N	H	O	O	V	E	S	S	H	N	X	X	T	X	O	S	W	E	U
N	E	Y	T	K	W	B	F	T	D	W	N	G	R	Q	M	E	W	C	Q	R	F
N	S	T	E	A	K	B	R	A	P	M	A	N	F	C	J	S	T	E	E	R	S
G	D	K	R	H	I	G	H	Q	U	A	L	I	T	Y	U	D	L	W	L	S	T

Find the words below. The words can be found across and up and down.

**agriculture**  
**bull**  
**farm**  
**hamburger**  
**hooves**  
**ranches**  
**switch**

**beef**  
**calf**  
**grain**  
**hay**  
**pasture**  
**steak**  
**water**

**Brahman**  
**Charolais**  
**grass**  
**high quality**  
**protein**  
**steer**



# Beef Cattle Word Search *answer key*

<b>B</b>	X	G	E	F	G	V	R	<b>H A M B U R G E R</b>	S	K	D	Y	X							
<b>R</b>	L	M	G	S	<b>G R A I N</b>	W	I	M	Q	A	V	Y	M	L	M	O	V			
<b>A</b>	<b>B U L L</b>	T	I	W	H	W	<b>C H A R O L A I S</b>	C	S	P										
<b>H</b>	A	V	<b>A G R I C U L T U R E</b>	T	A	C	<b>C A L F</b>	H												
<b>M</b>	K	X	I	Y	Q	K	F	V	E	T	U	<b>P H</b>	D	<b>B E E F</b>	A	C	D			
<b>A</b>	H	<b>S</b>	U	H	V	O	G	T	U	S	E	<b>R A</b>	T	R	U	<b>F</b>	I	X	X	Z
<b>N</b>	<b>R W</b>	Z	D	K	B	X	J	B	<b>G</b>	V	<b>O Y</b>	P	D	V	<b>A</b>	I	R	Q	L	
D	<b>A I</b>	H	P	Q	W	J	M	J	<b>R</b>	G	<b>T</b>	R	A	Q	U	<b>R</b>	M	C	<b>W</b>	J
Z	<b>N T</b>	<b>P A S T U R E</b>	<b>A</b>	Y	<b>E</b>	P	W	M	U	<b>M</b>	I	M	<b>A</b>	Z						
F	<b>C C</b>	G	K	D	W	H	Z	Z	<b>S</b>	T	<b>I</b>	J	E	R	I	X	P	<b>N T</b>	D	
R	<b>H H</b>	<b>N</b>	<b>H O O V E S</b>	<b>S</b>	H	<b>N</b>	X	X	T	X	O	S	W	<b>E</b>	U					
N	<b>E</b>	Y	T	K	W	B	F	T	D	W	N	G	R	Q	M	E	W	C	<b>Q R</b>	F
N	<b>S T E A K</b>	B	R	A	P	M	A	N	F	C	J	<b>S T E E R</b>	S							
G	D	K	R	<b>H I G H Q U A L I T Y</b>	U	D	L	W	L	S	T									



# Beef Cattle Dictionary Search

Use a dictionary to look up the meaning of the following words. Create a sentence to represent the meaning of the word.

Example: Farmer – the owner of a farm  
The farmer asked his family to help feed the beef cattle.

Breed –  
\_\_\_\_\_

Bull –  
\_\_\_\_\_

Calf –  
\_\_\_\_\_

Cow –  
\_\_\_\_\_

Diet –  
\_\_\_\_\_

Digest –  
\_\_\_\_\_

Grazing –  
\_\_\_\_\_

Leather –  
\_\_\_\_\_

Protein –  
\_\_\_\_\_

Veterinarian –  
\_\_\_\_\_





## Beef Cattle Spelling Lists

### Farm List

- 1 meat
- 2 farm
- 3 calf
- 4 diet
- 5 toes
- 6 lean
- 7 tail
- 8 beef

### Hooves List

- 1 steer
- 2 herd
- 3 hooves
- 4 leather
- 5 grasses
- 6 stomach
- 7 raise
- 8 cattle

### Pasture List

- 1 feedyard
- 2 products
- 3 protein
- 4 pasture
- 5 grazing
- 6 quality
- 7 digest
- 8 ration



## Matching

Find a word on the right side that goes with each word on the left side. Draw a line to connect the two words.

breed	hamburger
diet	calf
leather	Hereford
mom	hay
dad	baseball glove
baby	bull
beef	cow



## Color and Label the Breeds

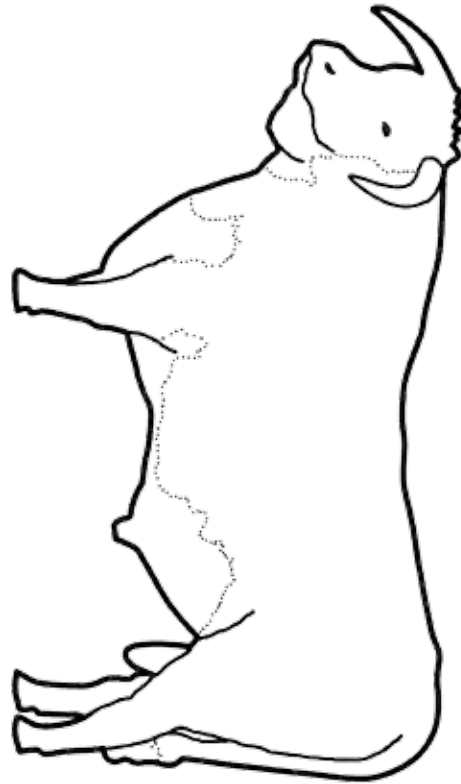


Hereford

Black Angus

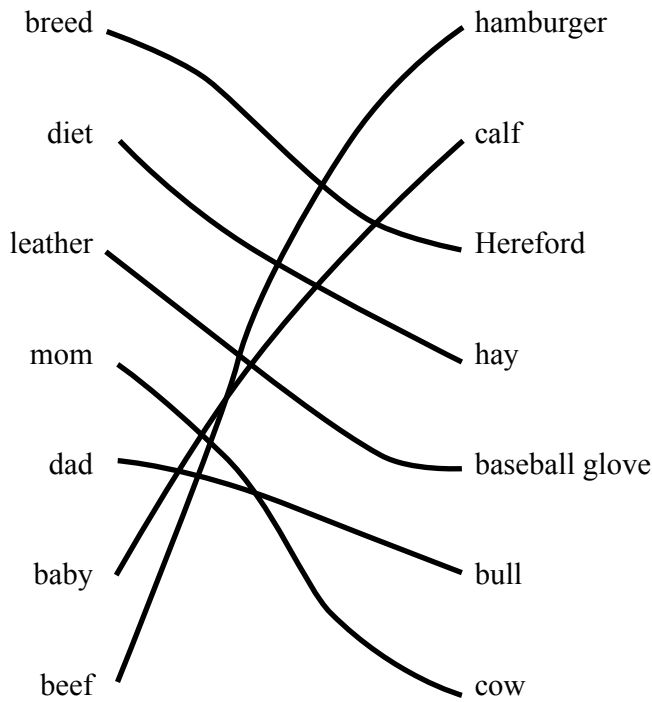
Charolais

Brahman



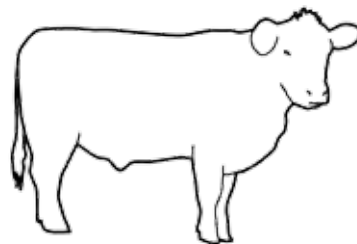


# Matching *answer key*

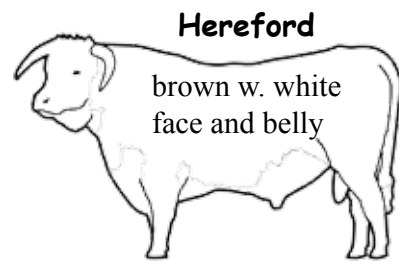


# Color and Label the Breeds *answer key*

Either of the two left-hand animals could be Black Angus or Charolais, but the Angus must be colored black and the Charolais colored or left white.

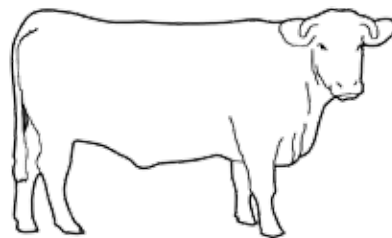


**Black Angus/Charolais**



**Hereford**

brown w. white face and belly

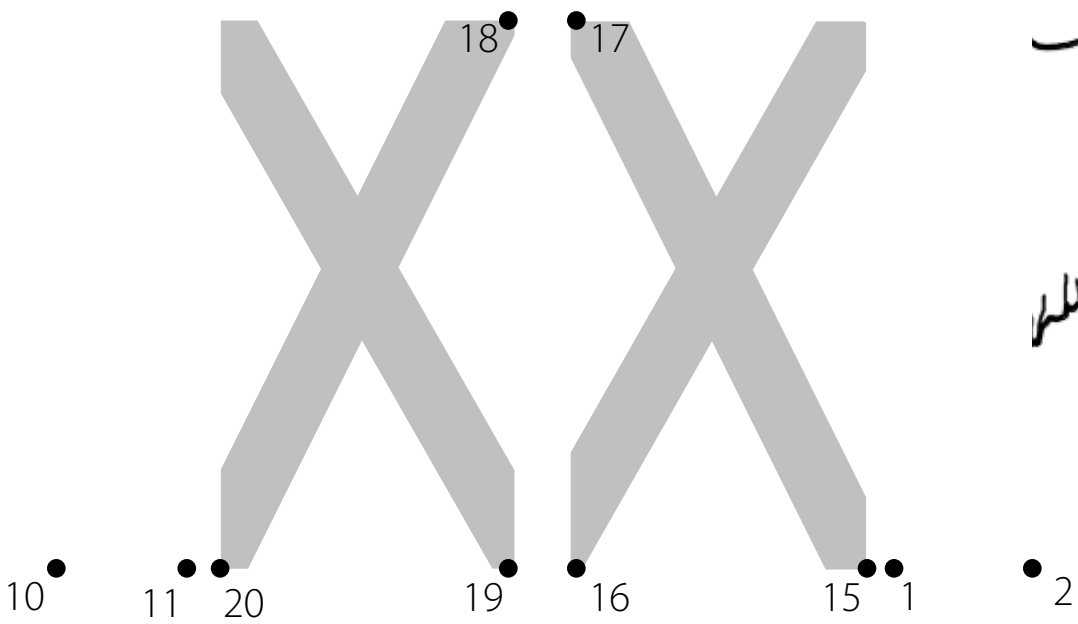
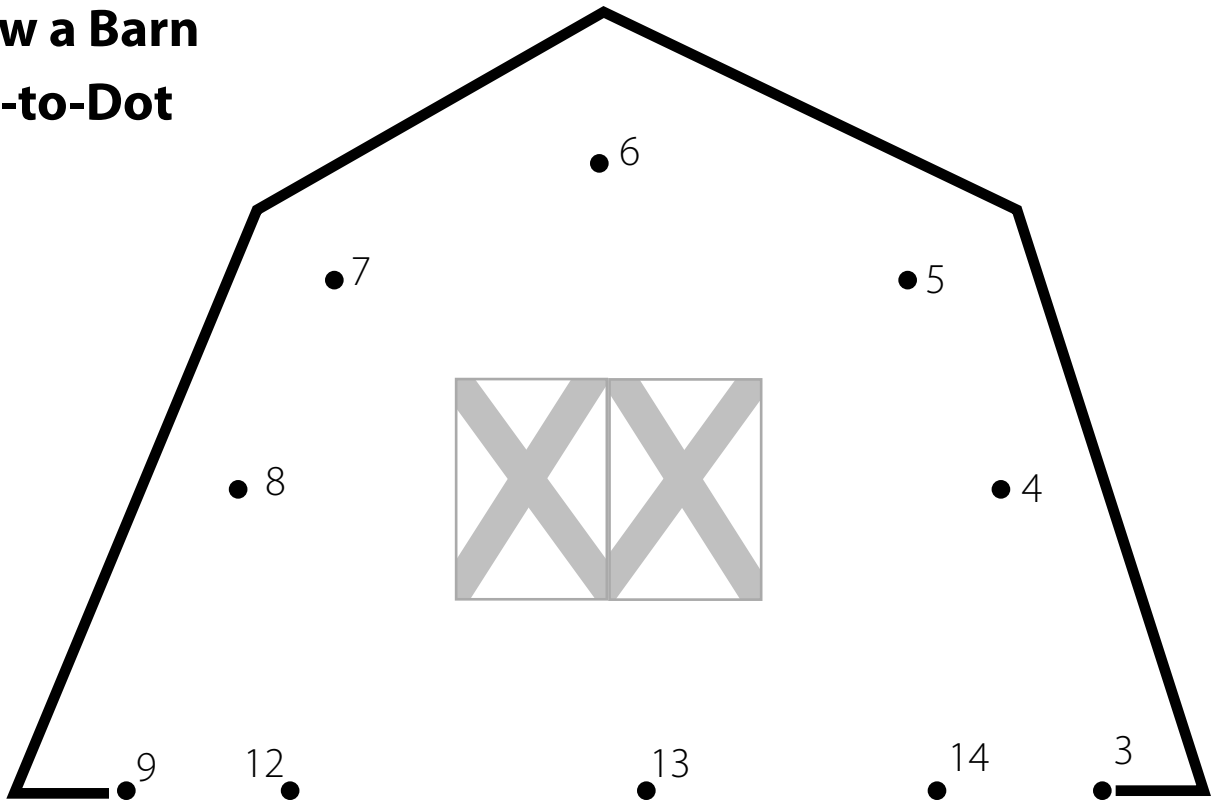


**Brahman**

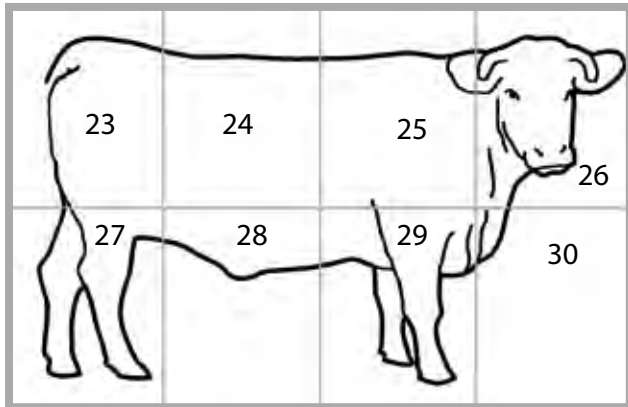
white, gray, tan or dark brown



# Draw a Barn Dot-to-Dot



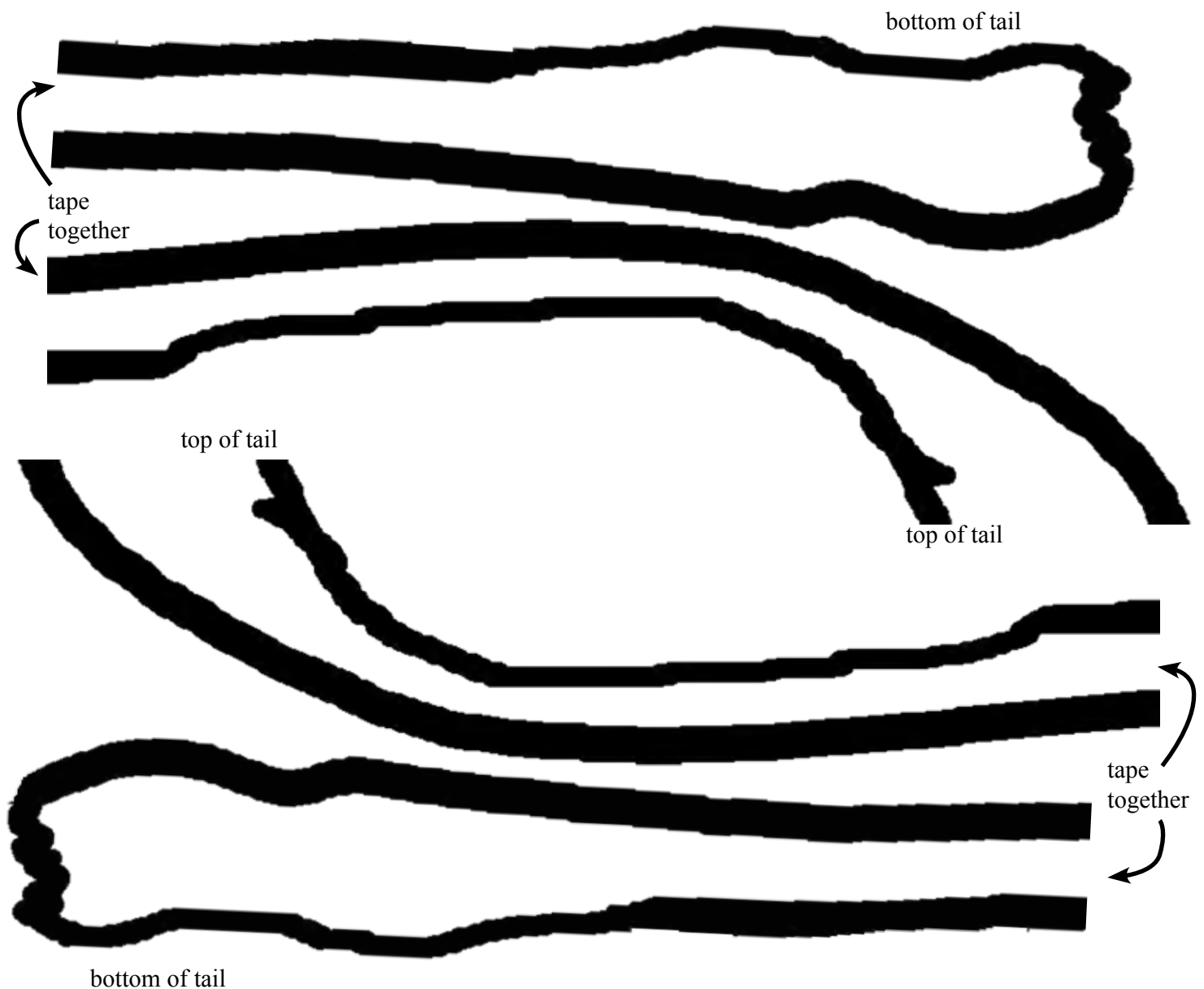
## Pin the Tail on the Steer

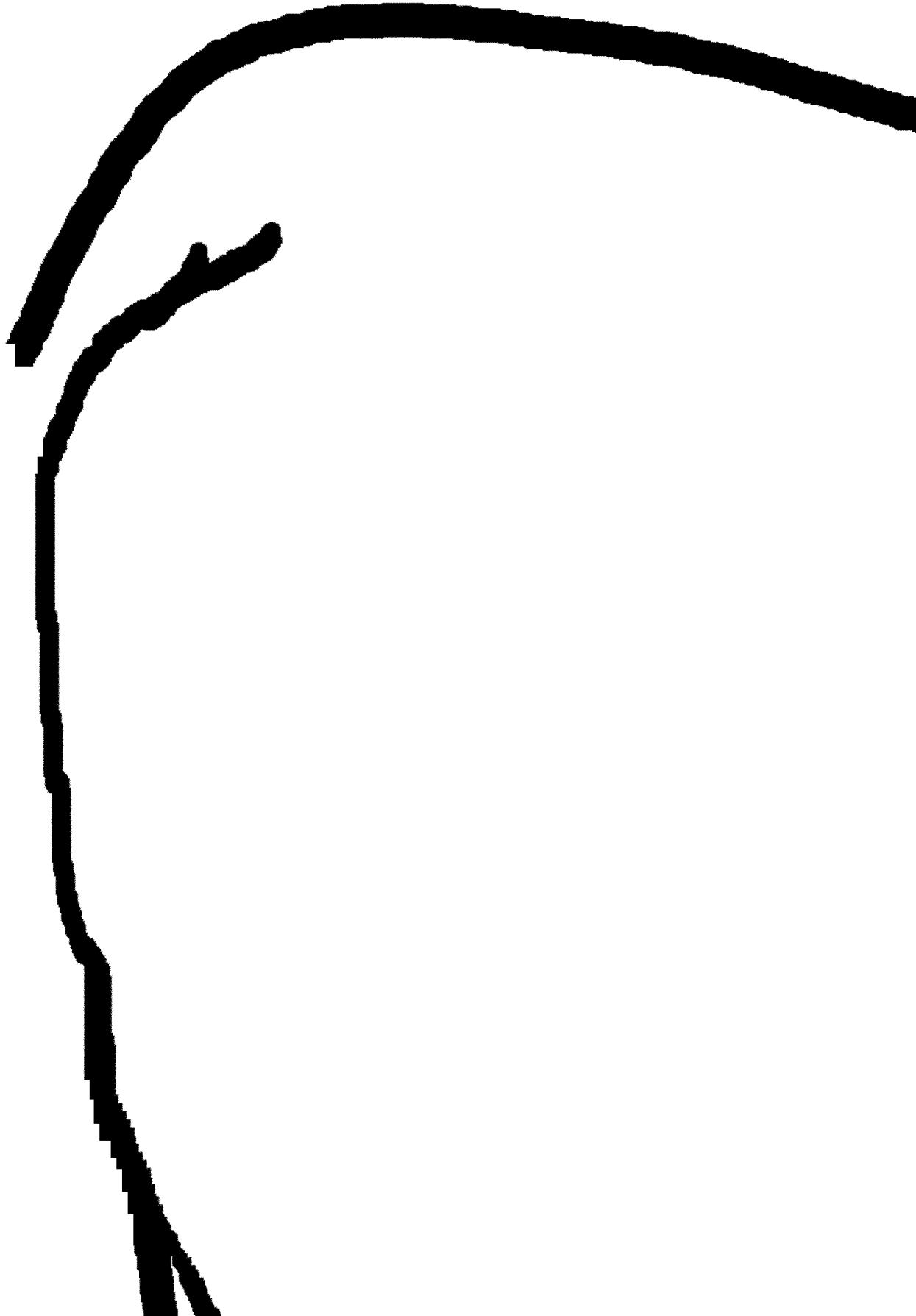


The next eight pages are the eight divisions of this tailless steer. The divisions are marked with their page number.

Print pages 22–30 and tape them together to make a 34" × 22" target for Pin the Tail on the Steer.

The tail pieces below will fit the assembled steer. They need to be copied and cut out, taped together in the middle, and labelled with student's names.

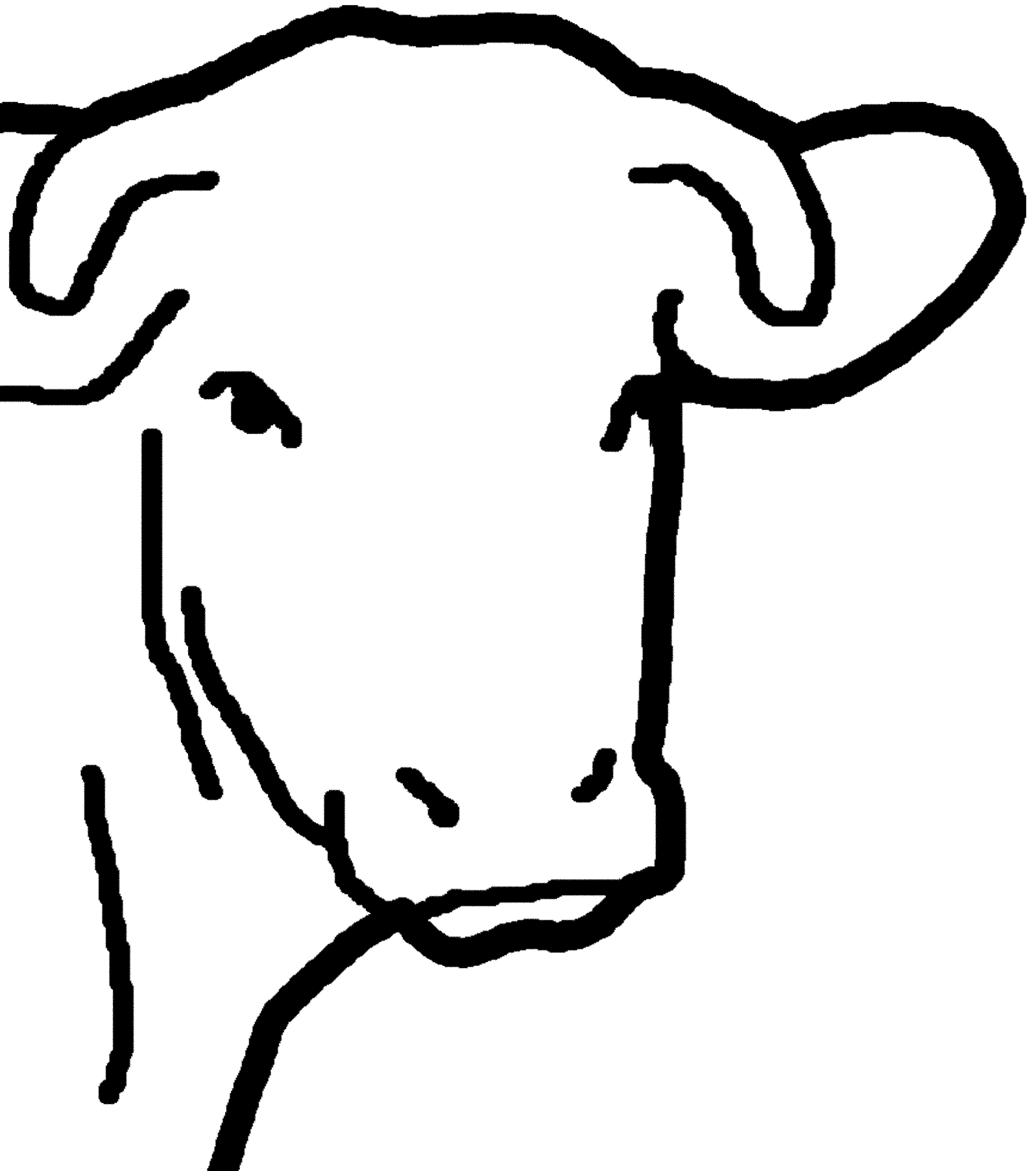


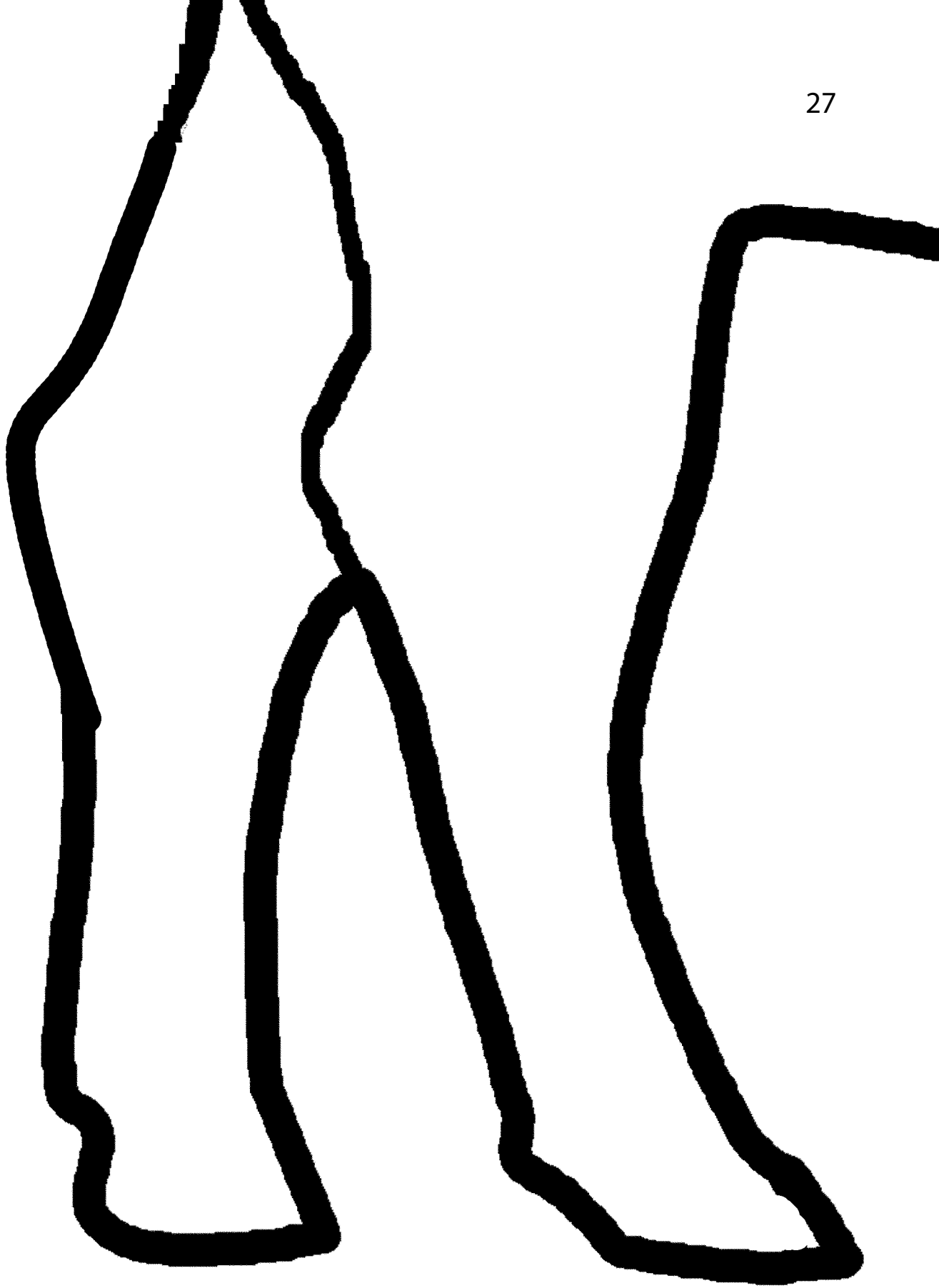


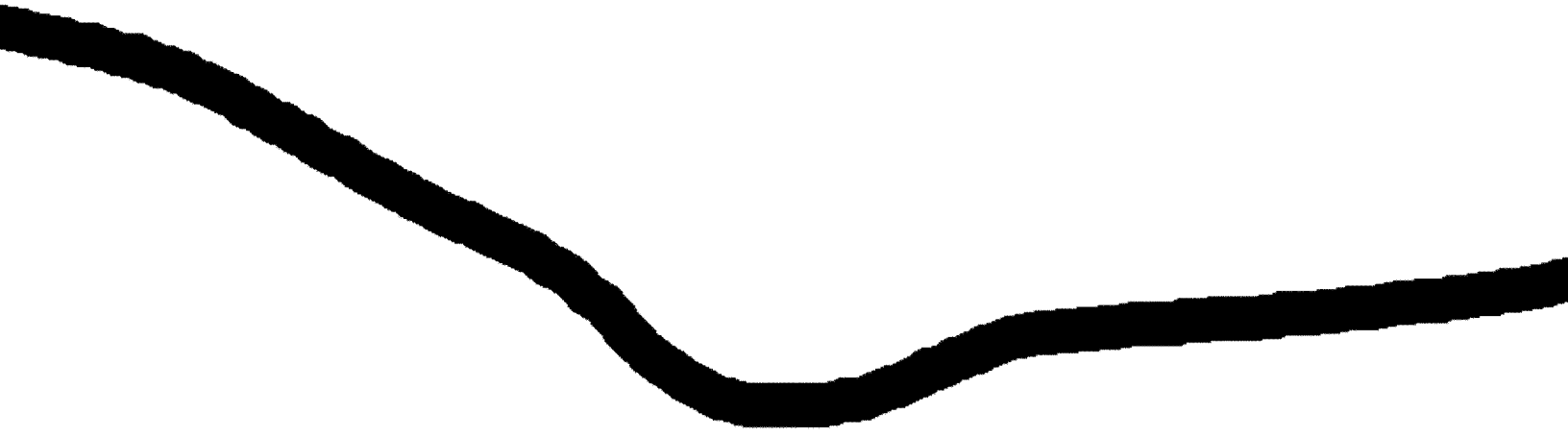
















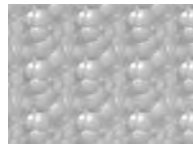


# United States Beef Cattle Map and Key *black and white*



states that produce the **most** beef cattle

states that produce the **least** beef cattle



## Grassy

- Florida
- Kansas
- Kentucky
- Missouri
- Montana
- Nebraska
- Oklahoma
- South Dakota
- Tennessee
- Texas

## White

- Arkansas
- California
- Colorado
- Idaho
- Iowa
- Minnesota
- New Mexico
- North Dakota
- Virginia
- Wisconsin
- Wyoming

## Shiny

- Alabama
- Georgia
- Michigan
- Mississippi
- New Mexico
- New York
- Ohio
- Oregon
- Pennsylvania
- Washington

## Swirly

- Arizona
- Illinois
- Indiana
- Louisiana
- Nevada
- North Carolina
- South Carolina
- Utah
- Vermont
- West Virginia

## Gray

- Alaska
- Delaware
- Hawaii
- Maine
- Maryland
- Massachusetts
- New Hampshire
- New Jersey
- Rhode Island
- Connecticut



# Map Worksheet *for black-and-white map*

Use the map and the key to find out where beef cattle are produced in the United States.

1. Which pattern on the map shows the states with the largest number of beef cattle in the United States?

---

2. Which pattern on the map shows the states with the smallest number of beef cattle in the United States?

---

3. What part of the country has the most beef cattle? How can you tell?

---

---

---

4. What part of the country has the smallest quantity of beef cattle? How can you tell?

---

---

---

5. What pattern is the state you live in? Is your state a large, medium, or small producer of beef cattle?

---

6. If you wanted to raise beef cattle what state would you want to move to? Why?

---

---

---





# United States Beef Cattle

## Map and Key *color*



states that produce the **most** beef cattle

states that produce the **least** beef cattle



### Yellow

- Florida
- Kansas
- Kentucky
- Missouri
- Montana
- Nebraska
- Oklahoma
- South Dakota
- Tennessee
- Texas

### Orange

- Arkansas
- California
- Colorado
- Idaho
- Iowa
- Minnesota
- North Dakota
- Virginia
- Wisconsin
- Wyoming

### Green

- Alabama
- Georgia
- Michigan
- Mississippi
- New Mexico
- New York
- Ohio
- Oregon
- Pennsylvania
- Washington

### Brown

- Arizona
- Illinois
- Indiana
- Louisiana
- Nevada
- North Carolina
- South Carolina
- Utah
- Vermont
- West Virginia

### Blue

- Alaska
- Delaware
- Hawaii
- Maine
- Maryland
- Massachusetts
- New Hampshire
- New Jersey
- Rhode Island
- Connecticut



# Map Worksheet *for color map*

Use the map and the key to find out where beef cattle are produced in the United States.

1. Which color on the map shows the states with the largest number of beef cattle in the United States?

---

2. Which color on the map shows the states with the smallest number of beef cattle in the United States?

---

3. What part of the country has the most beef cattle? How can you tell?

---

---

---

4. What part of the country has the smallest quantity of beef cattle? How can you tell?

---

---

---

5. What color is the state you live in? Is your state a large, medium, or small producer of beef cattle?

---

6. If you wanted to raise beef cattle what state would you want to move to? Why?

---

---

---



## Answer keys for both map worksheets

### Black/white Map

1. Grassy with the most, White states second
2. Gray with the least, Swirly the next least
3. The Grassy part; the map and key show that
4. The Gray states; New England or the northeast; the map and key show that.
5. Answers will vary; teachers will need to check their state on the map.
6. Answers will vary, but check for reasonableness.

### Color Map

1. Yellow with the most, Orange states second
2. Blue with the least, Brown the next least
3. The Yellow states; the map and key show that.
4. The Blue states; New England or the northeast; the map and key show that.
5. Answers will vary; teachers will need to check their state on the map.
6. Answers will vary, but check for reasonableness.



## Beef Addition – Kindergarten

1. If Farmer John started the day with 15 steer and purchased 4 more bulls from town, how many cattle did Farmer John have at the end of the day?
2. Emily decided to help Farmer John by cleaning the cloven hooves of 2 bulls. How many hooves did Emily clean?
3. Paul helped Farmer John by cleaning the hooves of 1 steer. How many cloven hooves did Paul clean?
4. Farmer John, so excited to have help, gives Emily \$2 for every bull whose hooves she cleaned. How much money was Emily given?
5. If Farmer John gave Paul \$2 for every steer he cleaned, would he have more or less money than Emily? How do you know?
6. How many cattle still need their hooves cleaned?



## Beef Subtraction – Kindergarten

1. Farmer John started his day with 8 cattle. During the roundup Farmer John lost 3 cattle. How many cattle does Farmer John have now?
2. Emily tried to help Farmer John by feeding the cattle. The barn door flew open and 2 more cattle escaped. How many cattle does Farmer John have now?
3. While Paul was feeding the cattle in the barn, he noticed 1 looked very sick. Paul let the healthy cattle roam the pasture while the sick one rested. How many cattle were in the pasture?
4. If Farmer John started his day with 8 cattle but ended the day with only 2 healthy cattle, how many cattle did Farmer John lose today?
5. A man would have paid Farmer John \$1 for each healthy animal. How much money did Farmer John lose because of the sick and missing cattle?



## Cattle Math – Kindergarten

Add the following cattle together to find the answer.

1. 5 cows + 2 steer + 7 calves = \_\_\_\_\_ cattle
2. 8 cows + 3 steer + 4 calves = \_\_\_\_\_ cattle
3. 4 cows + 6 steer + 6 calves = \_\_\_\_\_ cattle
4. 7 cows + 3 steer + 4 calves = \_\_\_\_\_ cattle
5. 9 cows + 6 steer + 2 calves = \_\_\_\_\_ cattle
6. 2 cows + 8 steer + 3 calves = \_\_\_\_\_ cattle

Subtract the following numbers to find the remaining cattle.

7. 20 bulls - 4 ran away = \_\_\_\_\_ bulls left
8. 13 cows - 2 disappeared = \_\_\_\_\_ cows left
9. 16 steer - 7 got sick = \_\_\_\_\_ steer remain
10. 12 steer - 5 ran away = \_\_\_\_\_ steer left
11. 14 calves - 2 got lost = \_\_\_\_\_ calves remain
12. 10 bulls - 9 ran away = \_\_\_\_\_ bulls left

Challenge: Can you add up the total number of MALE cattle that RAN AWAY?



## Beef Addition – First Grade

1. If Farmer John started the day with 15 steer and purchased 4 more bulls from town, how many cattle did Farmer John have at the end of the day?
2. Emily decided to help Farmer John by cleaning the cloven hooves of 4 bulls. How many hooves did Emily clean?
3. Paul helped Farmer John by cleaning the hooves of 3 steer. How many cloven hooves did Paul clean?
4. Farmer John, so excited to have help, gives Emily \$2 for every bull whose hooves she cleaned. How much money was Emily given?
5. If Farmer John gave Paul \$2 for every steer whose hooves he cleaned, would he have more or less money than Emily? How do you know?
6. How many cattle still need their hooves cleaned?



## Beef Subtraction – First Grade

1. Farmer John started his day with 20 cattle. During the roundup Farmer John lost 3 cattle. How many cattle does Farmer John have now?
2. Emily tried to help Farmer John by feeding the cattle. The barn door flew open and 4 more cattle escaped. How many cattle does Farmer John have now?
3. While Paul was feeding the cattle in the barn, he noticed 2 of them looked very sick. Paul let the healthy cattle roam the pasture while the sick cattle rested. How many cattle were in the pasture?
4. If Farmer John started today with 20 cattle but ended the day with only 11 healthy cattle, how many cattle did Farmer John lose?
5. A man would have paid Farmer John \$2 for each healthy animal. How much money did Farmer John lose because of the sick and missing cattle?





## Cattle Math – First Grade

Add the following cattle together to find the answer.

1. 25 cows + 10 steer + 7 calves = \_\_\_\_\_ cattle
2. 8 cows + 13 steer + 40 calves = \_\_\_\_\_ cattle
3. 4 cows + 60 steer + 16 calves = \_\_\_\_\_ cattle
4. 37 cows + 5 steer + 40 calves = \_\_\_\_\_ cattle
5. 19 cows + 6 steer + 20 calves = \_\_\_\_\_ cattle
6. 12 cows + 80 steer + 3 calves = \_\_\_\_\_ cattle

Subtract the following numbers to find the remaining cattle.

7. 20 bulls - 4 ran away = \_\_\_\_\_ bulls left
8. 13 cows - 2 disappeared = \_\_\_\_\_ cows left
9. 16 steer - 7 got sick = \_\_\_\_\_ steer remain
10. 12 steer - 5 ran away = \_\_\_\_\_ steer left
11. 14 calves - 2 got lost = \_\_\_\_\_ calves remain
12. 10 bulls - 9 ran away = \_\_\_\_\_ bulls left

Challenge: Can you add up the total number of MALE cattle that RAN AWAY?



## Beef Addition – Second Grade

1. If Farmer John started the day with 25 steer and purchased 34 more bulls from town, how many cattle did Farmer John have at the end of the day?
2. Emily decided to help Farmer John by cleaning the cloven hooves of 10 bulls. How many hooves did Emily clean?
3. Paul helped Farmer John by cleaning the hooves of 15 steer. How many cloven hooves did Paul clean?
4. Farmer John, so excited to have help, gave Emily \$2 for every bull whose hooves she cleaned. How much money was Emily given?
5. If Farmer John gave Paul \$2 for every steer he cleaned, would he have more or less money than Emily? How do you know?
6. How many cattle still need their hooves cleaned?



## Beef Subtraction – Second Grade

1. Farmer John started his day with 90 cattle. During the roundup Farmer John lost 13 cattle. How many cattle does Farmer John have now?
2. Emily tried to help Farmer John by feeding the cattle. The barn door flew open and 5 more cattle escaped. How many cattle does Farmer John have now?
3. While Paul was feeding the cattle in the barn, he noticed 4 of them looked very sick. Paul let the healthy cattle roam the pasture while the sick cattle rested. How many cattle were in the pasture?
4. If Farmer John started his day with 90 cattle but ended the day with only 68 healthy cattle, how many cattle did Farmer John lose today?
5. A man would have paid Farmer John \$4 for each healthy animal. How much money did Farmer John lose because of the sick and missing cattle?



## Cattle Math- Second Grade

Add the following cattle together to find the answer

- 1 250 cows + 100 steer + 7 calves = \_\_\_\_\_ cattle
- 2 8 cows + 130 steer + 46 calves = \_\_\_\_\_ cattle
- 3 40 cows + 602 steer + 162 calves = \_\_\_\_\_ cattle
- 4 37 cows + 55 steer + 400 calves = \_\_\_\_\_ cattle
- 5 19 cows + 67 steer + 200 calves = \_\_\_\_\_ cattle
- 6 120 cows + 800 steer + 73 calves = \_\_\_\_\_ cattle

Subtract the following numbers to find the remaining cattle

- 7 80 bulls - 14 ran away = \_\_\_\_\_ bulls left
- 8 33 cows - 26 disappeared = \_\_\_\_\_ cows left
- 9 52 steer - 42 got sick = \_\_\_\_\_ steer remain
- 10 24 steer - 5 ran away = \_\_\_\_\_ steer left
- 11 94 calves - 12 got lost = \_\_\_\_\_ calves remain
- 12 100 bulls - 87 ran away = \_\_\_\_\_ bulls left

Challenge: Can you add up the total number of MALE cattle that RAN AWAY?



# Answer Key for All Math Sheets

## K

### Addition

- 19
- 8
- 4
- \$4
- Less, because he cleaned fewer animals' hooves (only 1 vs. 2 for Emily)
- 16

### Subtraction

- 5
- 3
- 2
- 6
- \$6

### Cattle Math

- 14
- 15
- 16
- 14
- 17
- 13
- 16
- 11
- 9
- 7
- 12
- 1

### Challenge

from questions 7, 10, and 12:  
 $4 + 5 + 9 = 18$

## 1

### Addition

- 19
- 16
- 12
- \$8
- Less, because he cleaned fewer animals' hooves (only 3 vs. 4 for Emily)
- 12

### Subtraction

- 17
- 13
- 11
- 9
- \$18

### Cattle Math

- 42
- 61
- 80
- 82
- 45
- 95
- 16
- 11
- 9
- 7
- 12
- 1

### Challenge

from questions 7, 10, and 12:  
 $4 + 5 + 9 = 18$

## 2

### Addition

- 59
- 40
- 60
- \$20
- More, because he cleaned more animals' hooves (20 vs. only 15 for Emily)
- 34

### Subtraction

- 77
- 72
- 68
- 22
- \$88

### Cattle Math

- 357
- 184
- 804
- 492
- 286
- 993
- 66
- 7
- 10
- 19
- 82
- 13

### Challenge

from questions 7, 10, and 12:  
 $14 + 5 + 87 = 106$



# Beef Cattle Town, USA

## Questionnaire

Congratulations on starting a new town! The beef industry is glad to have you helping raise beef cattle! Before you begin to design the flag for your new town, answer the questions below.

What is the name of your new town? \_\_\_\_\_

Why have you chosen this name for your town? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will your town be famous for besides the beef cattle? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What colors should be put on your town's flag? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will some of the jobs be in your new town? \_\_\_\_\_

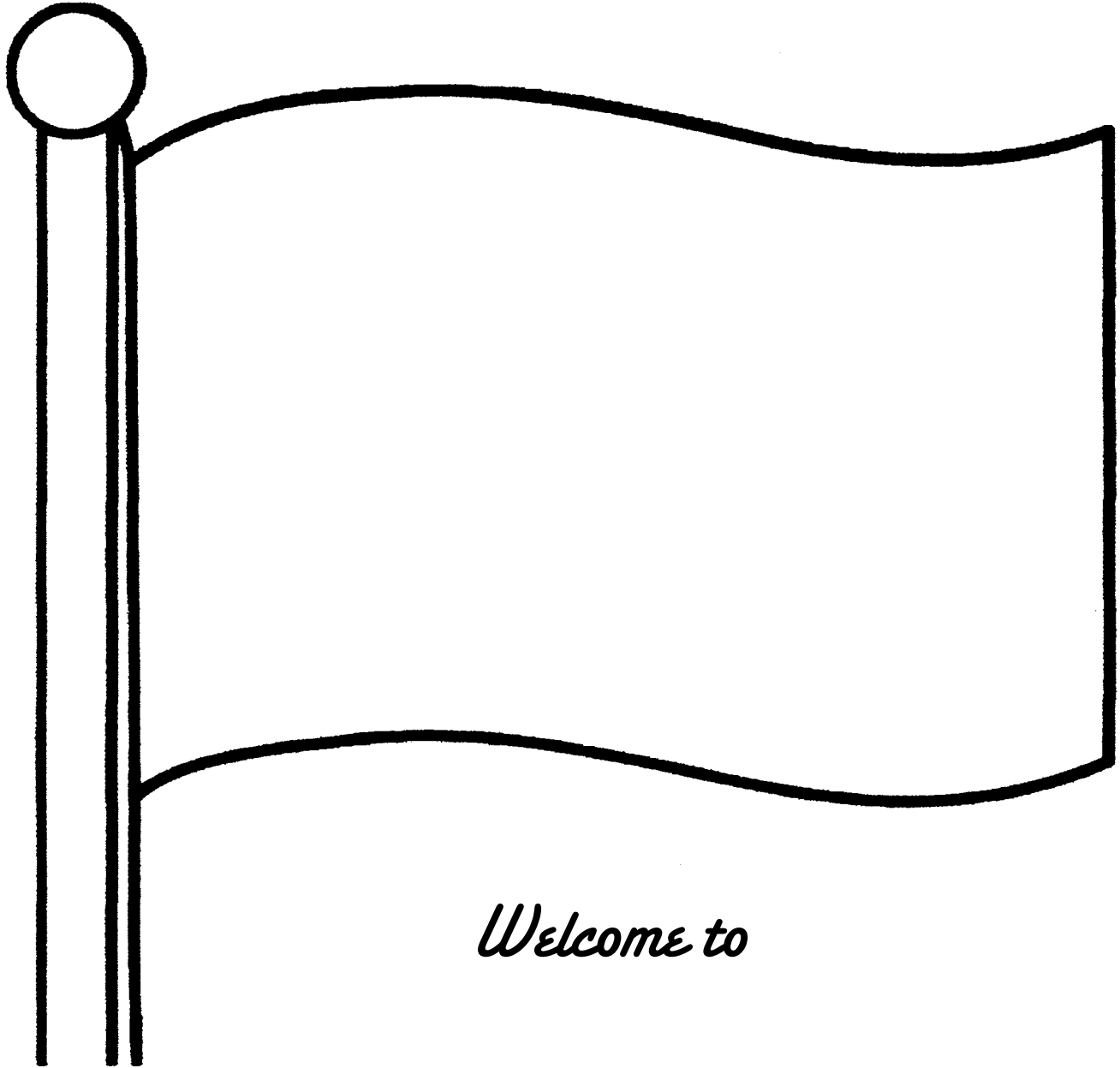
\_\_\_\_\_

\_\_\_\_\_

You are ready to create your town's flag on the next sheet. Take your time, be creative, and make it colorful!



# Beef Cattle Town Flag



*Welcome to*

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