



2017
Ag Literacy Week
Volunteer Lesson Plan

Title: Before We Eat: From Farm to Table

Audience: K-2

Duration: 30-45 minutes

Materials:

- **Before We Eat: From Farm to Table** book by Pat Brissom with 2017 ALW bookplate
- 30 activity wheels
- 30 bookmarks
- Markers or colored pencils (to be provided by classroom teacher)

Pre-Visit Prep:

1. Review **Before We Eat: From Farm to Table**.
2. Add YOUR NAME to the bookplate as the donor for the book to the classroom
3. Review lesson plan. (Note that the supplied text has been provided as suggestions only and does NOT need to be memorized!)
4. Make contact with classroom teacher the week prior to your visit to confirm day and time for visit; request they have markers or colored pencils for student activity; and ask if there are any specific instructions/requests they may have for you.

Visit Logistics:

1. Arrive at least 15 minutes early to allow time to sign in at office and get to classroom.
2. Report to the office to sign in. Be prepared:
 - a. Teacher's name and purpose of visit
 - b. Photo ID (many schools are now requiring a photo ID for visitors)

In-Class Setup:

1. Greet teacher and introduce yourself. Inform them you are there as part of the PA Ag Literacy Week
2. Ask where they would like you to do reading (i.e. standing in front of class with students in desks; from chair with students on floor; etc.)
3. Remind them that for the activity students will need to be at their desks with markers or colored pencils.
4. IF wanting to capture a picture of your visit, ask teacher which students have/do not have photo releases.

6. Have students find the picture of the farm family.
7. Have students turn small plate clockwise (to the right) to show the grain farmer. Tell students: One kind of farmer we have in Pennsylvania is a grain farmer. They grow plants that produce grains like corn, wheat and soybeans.
8. Tell students: There are different kinds of grains, but one kind of grain is wheat. Wheat is ground into flour.
9. Ask students, "What are some foods that are made with flour?" Lead students to bread, cereal, cake, pancakes, pasta, etc....
10. Tell students: Draw the favorite food you eat that is made from wheat?
11. Have students continue to turn to the right to show the fruit farmer. Tell students: Another type of farmer is a fruit farmer. They grow trees and plants that produce fruits.
12. Ask students, "What are some fruits you eat?" Take student responses.
13. Tell students: Draw your favorite fruit you eat.
14. Have students continue to turn to the right to show the vegetable farmer. Tell students: Another farmer is a vegetable farmer. They grow plants that produce vegetables.
15. Ask students, "What are the vegetables you eat?" Take student responses.
16. Tell students: Draw your favorite vegetable you eat.
17. Tell students: As you look at your wheel, we just did the crops...crops are the plants that grow our food. Now we are going to do the livestock...the animals raised for food.
18. Have students turn the wheel to show the dairy farmer. Tell students: Here is a dairy farmer who raises cows.
19. Ask students, "What do we get from a dairy cow?" Lead students to milk.
20. Ask students, "What products can be made from milk?" Take student responses. (ice cream, yogurt, cheese, etc....)
21. Tell students: Draw your favorite dairy product made from milk.
22. Have students turn the wheel to show the pig farmer. Tell students: Here is a pig farmer who raises pigs.
23. Ask students, "What foods do we get from pigs?" Take student responses. (bacon, ham, pork chop, ribs, pepperoni, etc.)
24. Tell students: Draw your favorite food that comes from pigs.
25. Have students turn the wheel to show the chicken farmer. Tells students: Here is a farmer who raises chickens.
26. Ask students, "What foods do we get from chickens?" Take student responses (eggs, chicken nuggets, chicken wings, chicken tenders, etc....)
27. Tell students: Draw your favorite food that comes from chickens.
28. Have students turn the wheel to show the beef farmer. Tell students: Here is a farmer who raises and cares for beef cows.
29. Ask students, "What foods do we get from beef cows?" Take student responses (hamburgers, meatballs, steak, roast beef, meatloaf, etc....)
30. Tell students: Draw your favorite food that comes from beef cows.

Objectives:

Students will:

- ✓ Recognize that the food they eat comes from crops and livestock grown on farms.
- ✓ Identify source of foods they eat.
- ✓ Understand variety of people and jobs necessary in food production.

Introduction (3-5 minutes):

1. Introduce yourself to the students. (tell them your name and your connection to agriculture)
2. Tell students: I am here today to read you a book about agriculture.
3. Ask students, "Does anyone know what agriculture is?"
4. Tell students: If we break agriculture apart it is two words: agri and culture, agri is a prefix meaning land and culture is a word meaning to grow. So...agriculture is growing on the land. This means that agriculture is a big word for farming.
5. Ask students, "What do you think of when you think of a farm?" Take student responses and lead them to plants and animals.
6. Tell students: Farmers can grow crops and farmers can raise livestock. Crops are plants (like corn, wheat, apple trees) grown for food. Livestock are animals (like cows and pigs and chickens) raised for food.

Read Book (10 minutes):

1. Show students the book cover. Tell students: The title of the book I am going to read is **Before We Eat: From Farm to Table**. The author, or person who wrote the book, is Pat Brissom.
2. Tell students: As I read the book, look and listen for different crops (plants) and livestock (animals).
3. Read the book, being sure to show each page to students while reading the text.
4. Tell students: The title of the book I just read is **Before We Eat: From Farm to Table**.
5. Ask students, "Where does our food come from?" Accept responses and lead students to fact that our food comes from farms.
6. Tell students: Our book not only showed us that we need farmers to grow our food, but also other workers and jobs to get the food to us.
7. Ask students, "What jobs need to be done to get your food from the farm to your table?" Take student responses. If students don't respond, show pages of book with other jobs (packers, truck drivers, grocery clerks)

Complete Activity (10-15 minutes):

1. Tell students: We are going to do an activity to learn about all the work and people it takes to get our food from the farm to your plate.
2. Ask students to get out their markers or colored pencils while you pass out the activity wheels to students.
3. Have students lay wheels on desk so they can read the text: Farmers raise crops. Farmers raise livestock.
4. Read text with students: Farmers raise crops; Farmers raise livestock to put food on my plate
5. Tell students: Most farms are owned by farm families, so we are going to start with the picture of a farm family.

Conclusion (3-5 minutes)

1. Tell students: You've just filled your plate with different foods you like to eat. Those foods come from the crops and livestock that were grown and raised by farmers. So...the next time you eat, you need to thank the farmers who worked to produce the food you eat. But...turn your activity wheel over. We also learned today, that it takes many more workers to get the food from the farm to you. We need to be thankful for everyone who works to get our food to our plate!
2. Thank students for allowing you to visit to share a little about what you do as a farmer and the work that farmers do every day to provide them with their food.
3. Pass out bookmarks to students as a "thank you" and reminder to them of your time together and when they met a farmer.
4. Present book to classroom teacher as a donation to the classroom library.

Helpful Hints:

- Hold the book wide open and to your side so you can read the story and share it at the same time.
- Be sure to give plenty of time for students to look at pictures before turning the page.
- Read with enthusiasm and expression, but don't read too fast.
- You may need to interrupt your reading to make sure the students understand what was just read. (i.e. after reading "fed the sows" ... ask "what animals do you see here?" explain that sows are female pigs)
- Stopping too often will break of the flow of the story. IF it doesn't need answered to understand the story, you can come back and discuss it after finishing the story or activity.
- You may want to use small sticky notes on the pages of the book where you have specific talking points or would like to ask the students questions.
- Keep in mind, IF you ask young students for questions...
 - Be prepared...students may ask ANY question;
 - They often don't have a question, but rather a story to share;
 - Be honest with them...if you don't know the answer, tell them you don't know.

Dear Volunteer Reader,

Thank you for seeing the need for agricultural education and joining with us to take agriculture directly into the classrooms.

They don't know it yet, but one out of every five students in the classroom you visit will enter an agriculture related field, as twenty percent of the American workforce is engaged in a form of agriculture. By being a Volunteer Reader, and sharing not only the importance of agriculture but your personal connection to agriculture, you may just be planting the first seed of knowledge about agriculture to these students.

Pennsylvania Ag Literacy Week couldn't happen without YOU!

Thank you for not only generously donating funds to provide the 2017 Ag Literacy Week book to the classroom, but for giving of your time to go into the classroom to provide them with a unique experience with someone personally involved in Pennsylvania Agriculture.

Sincerely,

*PA Friends of Agriculture Foundation
www.pafbfriends.org*