



## Food From Farmers - 1<sup>st</sup> Grade

### Purpose

Students will develop an appreciation for the importance of farmers as food producers.

### Subject Area(s)

Social Studies

### Common Core/Essential Standards

#### Social Studies

- **1.G.2** Understand how humans and the environment interact within the local community.
- **1.EC.1** Understand basic economic concepts.

### Agricultural Literacy Outcomes

#### Agriculture and the Environment

- Describe how farmers/ranchers use land to grow crops and support livestock.
- Describe the importance of soil and water in raising crops and livestock.

### Essential Questions

1. How do humans and the environment interact within the local community?
2. How does supply and demand affect the choices families and communities make?

### Vocabulary

**Produce:**people who make goods or produce services.

**Consume:**people who use a good or service.

**Goods:**something you use and consume. Goods are things you can keep, eat or use.

**Supply:**the amount of a good or service that is available to purchase.

**Demand:**the amount of goods or services a consumer will take at a particular price.

### Student Motivator

Prepare a basket with as many of the following items as you can find: apple, peanut, pear, bean, peas, soybean, cantaloupe, pepper, strawberry, carrot, potato, tomato, pumpkin, corn, onion, radish, and watermelon. You may call on parents or volunteers to help provide these items. Call on students to choose an item from the basket and tell why they chose this item. Ask students the following questions; *Do you like to eat this type of vegetable or fruit? Where can you purchase these items and how do you get to these places?*

Next, watch the youtube video, The Life of a Farmer. <https://www.youtube.com/watch?v=Z9P-fU67tik> to gain student excitement and interest.

## Background Knowledge

Before we had grocery stores people lived on farms and grew or hunted all of their food. Imagine that! Farming is important because it creates great food and by-products that humans and animals need in order to live. Farm fresh eggs and fresh grown vegetables are delicious! Soft cotton sheets, bath soap, and the clothes we wear also come from agricultural products. Farming in North Carolina and in the United States provides many of these things that sometimes we take for granted. These items grew from a plant or seed before they were placed on a shelf for consumers to purchase. By buying and selling produce locally we can cut down on the costs associated with shipping the products to other places to sell.

Think about your day, thus far, and decide which products you used came from things grown by a farmer. Farmers have to be smart and frugal. A farmer uses science, math, technology, and mechanics in the course of his or her day in order to be productive. How do you think he or she does that?

## Procedures

### Activity 1

1. Ask students what they think *farming* means. After several ideas have been shared, lead students to an understanding that *farming* includes *raising plants and animals as a job or business*.
2. Ask students why *farming* is so important. Make sure students understand that in order to stay alive, our bodies must have food and that farmers are the people primarily responsible for growing that food.
3. Continue by asking students to name places where their families acquire food. (Grocery store, restaurants, fast food restaurants, Farmer's Market, etc...). Ask, *if farmers grow the food and we get it from the grocery store, how does the food get to the grocery store?*
4. Discuss transporting of food using trucks frequently seen on the highway. Clarify that food is also transported by trains, ships, and airplanes.
5. Utilize a local farmer as a resource person during this activity, if possible.

### Activity 2

1. Begin by singing "This Old Man" or another favorite counting song.
2. Explain to students that North Carolina farmers grow a lot of different plants for us to eat.
3. Tell the students that another name for these plants is *crops*. Show the students the basket previously prepared. One at a time, take the food items from the basket. Ask students to identify each item and make sure they know its proper name.
4. As each item is correctly named, write the it on the chalkboard, overhead, or flip chart.
5. Tell the class that every item in your basket is an item grown by farmers in North Carolina.
6. Once students are familiar with the different food items, tell them that they are going to play a game called Food to Cart. This game was created by American Farm Bureau Foundation and can be downloaded from this [link](#). You will need the following items; the printed game, scissors, tape or glue, and 1 die from another board game. Watch the video [here](#).

7. At the conclusion of the game, evaluate student learning and have them complete the math worksheet, *What I Learned Today*.

### Activity 3

1. Begin lesson by reading *Big Red Barn* by Margaret Wise Brown.
2. Using *Human Spelling Directions* and *Human Spelling Letters* conduct human spelling Activity using the following terms; hen, horse, cow, donkey, barn, mouse, pig, hay, goat, cat, dog, corn, hat, bat, field.
3. Discuss the types of animals found on farms and how these animals provide food for people. Hens produce eggs and meat. Cows produce milk. From beef cows we also get steak, hamburgers, and rib roasts. From pigs we get bacon, ham, and pork chops.
4. Conclude the lesson with a question and answer session between the students and a farmer in which students learn about the farmer's work, the things he or she likes about their work and things they needed to learn in school in order to conduct his job. Specifically ask is he or she needs to use numbers. If possible, visit their farm at a time that crops are growing or are being harvested. If the farmer can't attend your classroom, perhaps he or she can spend 15 minutes with your class using Skype.

### Materials

- What I Learned Today
- Human Spelling Directions
- Human Spelling Letters

### Suggested Companion Resources

- *Farming* by Gail Gibbons (Book)
- Jr Sprout – Communities (Activity)  
[http://www.agintheclass.org/Portals/0/LessonFiles/Sprouts/Jr%20%20Sprout\\_Communities-Final.pdf](http://www.agintheclass.org/Portals/0/LessonFiles/Sprouts/Jr%20%20Sprout_Communities-Final.pdf)
- Food Doesn't Grow in the Supermarket (multimedia)  
<https://www.youtube.com/watch?v=0CsuzhWsenQ&feature=youtu.be>
- *A Day in the Life of a Farmer* by Heather Adamson (Book)

### Essential Links

- Life of a Farmer: Theme Song  
<https://www.youtube.com/watch?v=Z9P-fU67tik>
- Food to Cart game  
<http://www.agfoundation.org/resources/farm-to-cart-a-downloadable-board-game>

### Ag Facts

- North Carolina is number one in the USA in the production of tobacco and sweet potatoes, second in the production of Christmas trees, third in the production of strawberries, fourth in the production of cucumbers and cotton.

- The number one crop producer in North Carolina is the greenhouse or nursery industry.
- North Carolina also procures tobacco, soybeans, corn, cotton, sweet potatoes, wheat, peanuts, blueberries, prtatoes, tomatoes, cucumbers and other crops.

### **Extension Activities**

Give the students a writing prompt that involves being a vegetable farmer. For example: Today, I worked in the field planting or harvesting \_\_\_\_\_. Choices of commodities should be given that are grown in the state where students live.

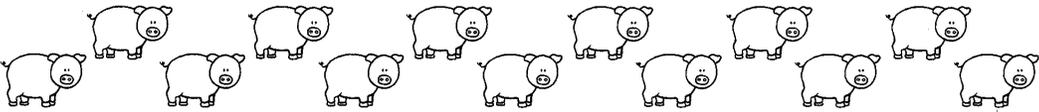
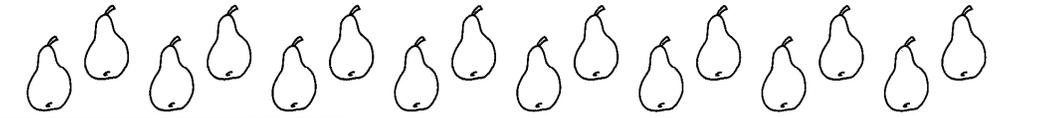
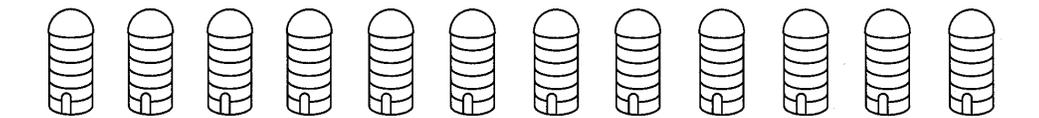
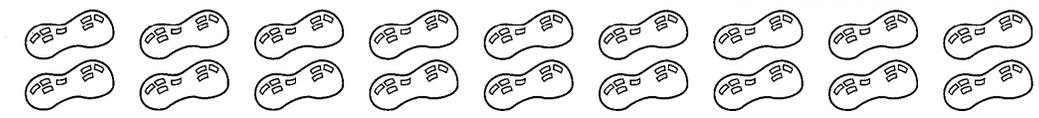
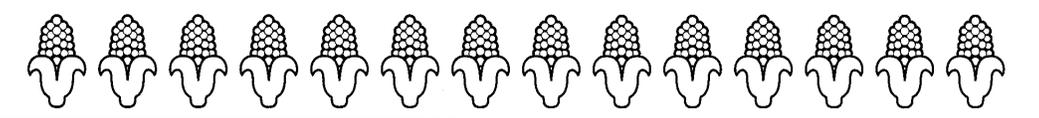
Invite a farmer to your classroom and him or her talk about their commodities that they grow.

### **Sources & Credits**

- <http://www.agclassroom.org/teacher/stats/northcarolina.pdf>
- <http://www.agclassroom.org/>
- <http://www.ncagr.gov/stats/index.htm>
- <http://www.asgaardfarm.com/why-farming-is-important>

## What I Learned Today

**Directions:** Count the farm objects, and write the correct numerals in the box.  
Use these numerals correctly: 9, 12, 13, 14, 15, 16, 18 and 20.

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## Human Spelling Directions

1. Prepare a list of words to be spelled. Be aware in creating your word list that the words should be words without duplicated letters. For example *dairy* has one “d,” one “a,” one “i,” etc.
2. Write each of the vocabulary words on the board, overhead or chart paper. As you write each word, pronounce it and have the group pronounce it after you. Leave the words on the board. Tell the group they are going to do a human spelling. Divide the groups into two equally-sized groups. Have them form two lines facing each other, but far enough apart for the spelling activity to be effective.
3. Give each person in one group letters of the alphabet printed on cards of one color (i.e. blue). If necessary, give some people two different letters.
4. Give each person in the other group letters of the alphabet printed on cards of another color (i.e. red).
5. Discuss the rules for spelling.
  - a. You will be spelling your word so the other group can read it.
  - b. On which side would the first letter be? last letter?
6. Once group is clear on directions, call out the first word and observe which team has it spelled correctly first. Then call out the next word, and so on.
7. Have one person in each group take up the letters as the group members return to their seats.

Sample Letter

