

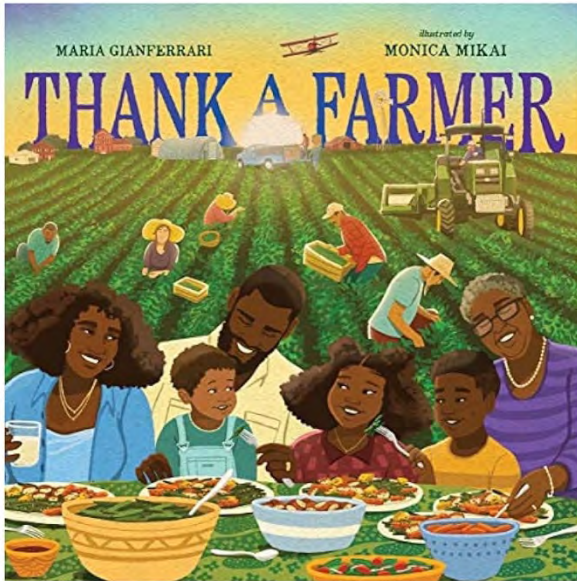


The Book Planter



Ag in the Classroom

Post Office Box 27766 | Raleigh, NC 27611 | (919) 782-1705
ncagintheclassroom.com



September 2025

Thank a Farmer

Written by: Maria Gianferrari

Illustrated by: Monica Mikai

Bread, milk, wool, fruits, and vegetables: things that fill our day-to-day lives. But where, and who, do they come from? Across wheat fields and city rooftop gardens, mushroom beds and maple forests, trace food and clothing back to the people who harvested and created them. *Thank a Farmer* gently emphasizes the importance of agriculture and reminds readers to give thanks to farmworkers around the world.

After Reading Questions¹

1. What farms did we learn about today? What products do these farms produce?
2. How were these farms different from each other? How were they similar?
3. What do you think these farmers are doing right now? Make a list of tasks that farmers might be doing.
4. How do farmers and ranchers help our community?

Student Motivator/Engage

1. Ask students, "What do you think farmers are doing right now?"
2. Allow students to share ideas and discuss different possibilities.
3. Explain to the students that they are going to learn more about the food they eat and what farmers are doing right now to produce our food.

Activity 1: Thank you Farmer¹

1. Review the different agricultural products farmers grow and raise, and how the products sustain and improve our lives. Tell the students, "Today we are going to write a letter to a farmer and tell them how much we appreciate their hard work."
2. Brainstorming: Ask the students what they want to say to farmers to thank them for the hard work they do. Encourage the students to share about their favorite crops and livestock animals, and what they appreciate about farmers and ranchers. Record their responses.

3. Shared Writing: Using the ideas from the class, write a letter to a farmer. Invite the students to help with spelling, writing, and drawing pictures to go along with the letter. Read the finished letter aloud to the class.
4. Independent Writing: Provide the students with the [Thank You Farmer Template](#). Encourage them to use the ideas generated by the class or their own ideas to fill in the blanks. They may illustrate their writing in the space provided. Older grades can write their own letters without the template:
 - Instruct students on how to properly format a thank-you letter with correct spelling, punctuation, and grammar.
 - Ask students to include the following components:
 - Greeting (Dear...)
 - Express thanks (Thank you for...)
 - Add specific details (My family really enjoys eating fresh fruit...)
 - Restate your thanks (Again, thank you for...)
 - End with your regards (Sincerely...)
5. After the students have finished writing and drawing, encourage them to share their letters with the class. Help them read their letters out loud if needed, and celebrate their achievements. By writing a thank you letter to a farmer together, students can learn the importance of showing gratitude and appreciation for the hard work that goes into growing their food and fiber.
6. Note, if you do not know local farmers in your area and are interested in mailing letters to a real farmer, please contact Heather Morton, NC Ag in the Classroom director, heather.morton@ncfb.org

Activity 2: Farm Match Scavenger Hunt¹

Teacher Note: Prior to the activity, copy and cut one set of farm cards for each group. Hide the cards around the room, grouping the same cards together. For example, all the pig cards may be taped to the wall under a table.

1. Introduce the activity. Tell the students that today, our classroom represents a community. In the community, there are many different types of farms and each farm grows or raises a certain agriculture product.
2. Each group will send a representative, one at a time, to find and collect one [Farm Card](#).
3. After the group member collects the card, they return to their group and decide where the product is grown: in a field, orchard, or barn.
4. The students glue the card in the appropriate place on the [Farm Match Activity Sheet](#).
5. Each group member takes turns finding the cards around the room and returning to the group. Repeat the steps until all 15 cards are found and glued onto the activity sheet.
6. Divide the students into groups of three or four students. Give each group a clipboard with an activity sheet and glue stick. Conduct the activity.

7. Review each of the farm settings and the products grown there.

Activity 3: Farm Web²

Materials

- [Farm Web Graphics](#)^{*}, laminated or mounted on colored cardstock
- 30 pieces of yarn^{*} or string
- [Heartland](#) by Diane Siebert (optional)
- [Harvest Year](#) by Cris Peterson (optional)
- [How Did That Get in My Lunchbox?](#) by Chris Butterworth (optional)

*These items are included in the [My Farm Web Kit](#), which is available for purchase from agclassroomstore.com.

Procedures

Prep: Print and cut out the [Farm Web Graphics](#). The 30, four-inch color images can be laminated for this activity. You may also purchase the [My Farm Web Kit](#).

This activity may be conducted inside or outside; either way, you'll need about 10 square feet of floor space. The students will place a picture and then the connecting yarn.

1. Ask the students, "Where does agriculture begin?" (*On a farm.*)
2. Guide the students to understand that agriculture begins on a farm and there all kinds of farms. Cattle ranches for beef and leather; dairy farms for milk and all the products made from milk; orchards that grow apples to make juice and apple pies; pig farms for pepperoni, bacon, and ham; grain farms that grow corn for fuel or corn syrup for soda, and wheat for bread; cotton farms for blue jeans; and tree farms for paper and landscaping. In fact, there is a different kind of farm for nearly every type of product. Farms specialize in what they grow based upon their location (climate and soil), and farmers choose only a few crops because the type of equipment used to plant and harvest each crop is very specific and expensive.
3. Inform students they are now going to create a "farm web" to help them understand agriculture and where the items they use every day come from.
4. Have students move to the area where they will build the farm web.
5. Place the farm picture in the center of the floor. Mix up the remaining pictures and either put them in a pile or pass a picture to each student.

- W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.5 Conduct short research projects that build knowledge about a topic.
- RI.4.1 Identify explicit details in an informational text.
- RI.4.4 Determine the meaning of words in a text.
- W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- RI.5.1 Identify words in the text to answer a question about explicit information.


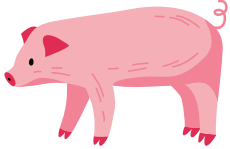





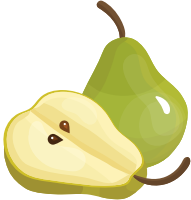





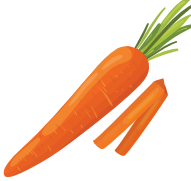

Social Studies

- K.B.1 Understand cultural practices in local communities and around the world.
- 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.
- 1.C&G.1 Understand how people engage with and participate in the community.
- 2.E.1 Understand how the availability of resources impacts economic decisions.
- 3.E.1 Understand how economic decisions and resources affect the local economy.

Science

- PS.K.1 Understand how objects are described based on their physical properties and how they are used.
- LS.K.1 Understand the characteristics of living organisms and nonliving things.
- LS.K.2 Understand characteristics of organisms that make them alike and different.
- LS.2.2 Understand that organisms differ from or are similar to their parents and other offspring based on characteristics of the organism.
- LS.3.2 Understand how plant structures aid in survival.
- LS.3.3 Understand how environmental factors aid in the survival of plants.
- LS.4.1 Understand the effects of environmental changes, adaptations, and behaviors that enable organisms to survive in changing habitats.
- LS.5.2 Understand the interdependence of plants and animals within their ecosystem.

Farm Cards

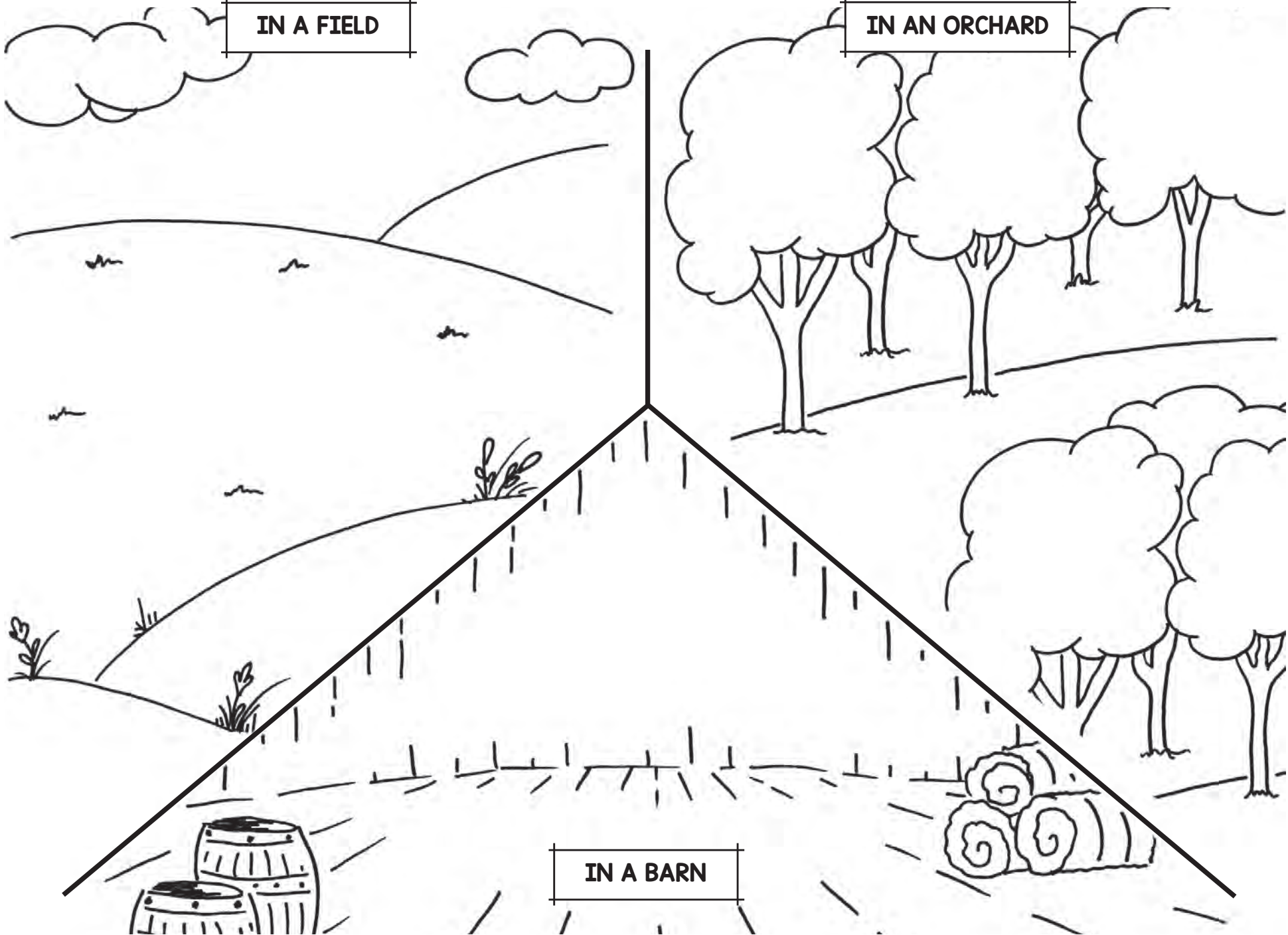
				
				
				

Farm Match

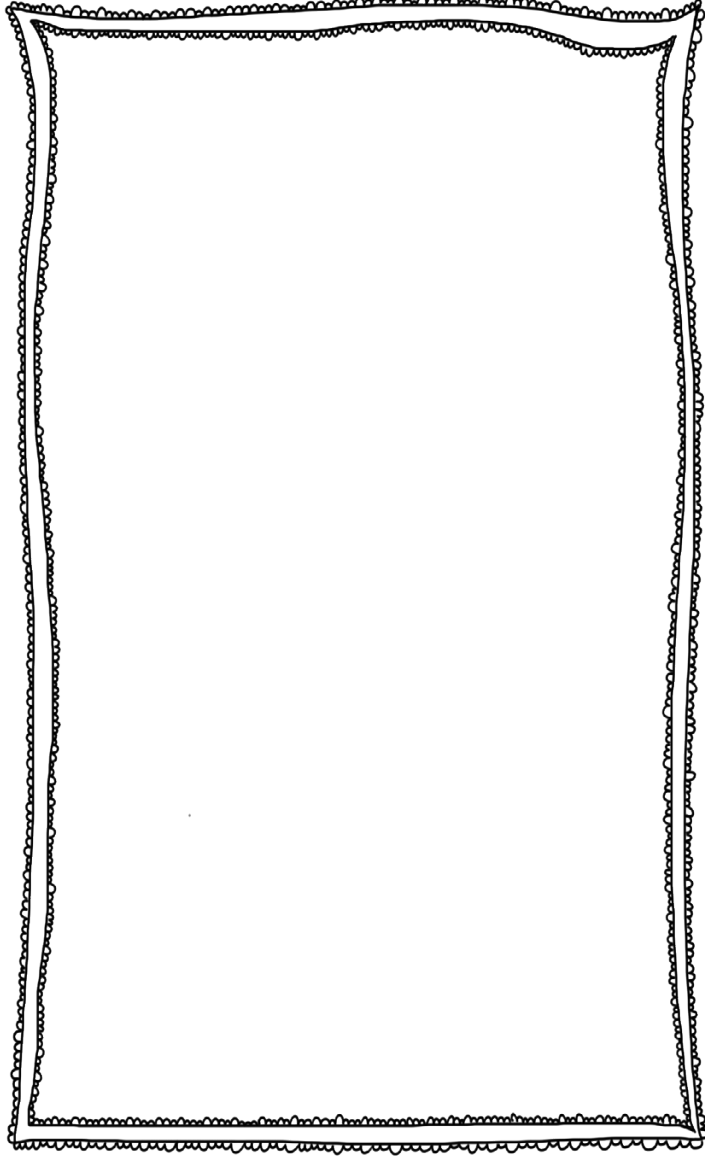
IN A FIELD

IN AN ORCHARD

IN A BARN



Thank You Farmer



DEAR FARMER,

Our class has been learning about _____.

We have learned that farmers are _____
and _____.

My favorite crop is _____
because _____.

Thank you for helping our community!

Sincerely,



“My Farm Web” Master





