

Ag Libs

Grade Level: 2-3

Approximate Length of Activity: One- two class periods

Objective

Teacher

1. Will help students learn about farmers in America.
2. Help students to become familiar with using verbs, nouns, adjectives and adverbs while writing.

Students

1. Learn about American agriculture.
2. Will complete three paragraphs, using verbs, nouns, adjectives and adverbs to fill in the blanks while learning about agriculture.

Michigan Content Standards: R.WS.02.10; W.GR.02.01; W.PR.02.03; W.PS.02.01; W.GN.02.01; R.WS.03.08; W.GR.03.01; W.PS.03.01; W.PR.03.03; W.GN.03.01

Vocabulary

- **Barn**-a building used chiefly for storing grain and hay and for keeping farm animals or farm equipment in.
- **Farm**-a piece of land used for growing crops or raising livestock.
- **Farmer**-a person who cultivates land or crops and/or raises animals.
- **Industry**-the businesses that provide a particular product or service.
- **Produce**-to cause something to be or happen.
- **Product**-something produced.
- **Wheat**-a cereal grain that can be made into fine white flour used mostly in breads, baked goods (as cakes and crackers), and pasta (as macaroni or spaghetti), also used in animal feeds.

Background

Michigan farmers grow many different kinds of crops. Our fertile farm land allows us to grow corn- one of our biggest crops. Sugar beets, dry beans and soybeans are all important Michigan crops. Michigan farmers also grow potatoes, cherries, apples, raspberries, strawberries, blackberries, peaches and even Christmas trees.

The average American farmer produces food and fiber for 144 people, both in our country and around the world. Twenty years ago the average farmer produced enough food for about 67 people. Producing food and fiber on the farm and moving it around to people is our nation's number one industry.



Materials Needed

- Copies of “Ag Libs” worksheets.

Activity Outline

1. Read and discuss background material.
2. Review nouns, verbs, adverbs and adjectives.
 - Hand out the student worksheets.
 - Have students read through the stories, then fill in the blanks, using the part of speech printed underneath each blank. Encourage students to use their imaginations. A word box is included in this lesson.
 - Have students share their finished stories with the class.
3. Have students make up stories or paragraphs and leave blanks for their classmates to fill in.
4. One of the sections is loosely based on the story, “The Little Red Hen.” Have students discuss how the moral of the story changes as they change the parts of the story.
5. Have students use other familiar fables as the basis for creating their own fables.

Discussion Questions

1. Was it challenging writing three paragraphs?
2. What is a noun?
3. What is an adjective?
4. What is a verb?
5. What is an adverb?

Related Activities

1. The lesson “The Little Red Hen” located in the language arts section of this curriculum guide.
2. The lesson “Farming through the Seasons” located in the language arts section of this curriculum guide.

Book Resources

1. “Wake Up Big Barn” by Suzanne Tanner Chittwood
2. “A Farm of Her Own” by Natalie Kinsey-Warnock
3. “Century Farm: One Hundred Years on a Family Farm” by Cris Peterson
4. “The Year at Maple Hill Farm” by Martin Provenen and Alice Provensen
5. “If You Were a...Farmer” by Virginia Schomp

Acknowledgement: Adapted from “Ag Libs” Oklahoma Agriculture in the Classroom.



Ag Libs

Directions: Fill in the blanks in the stories below, using the part of speech printed underneath the line.

Part One

On the _____ farm, many _____ to the barn. The _____ are
adjective *verb* *noun*

usually the _____ ones there. They _____ and squeak until someone
adjective *verb*

comes to _____ them. The _____ finally settle down and
verb *noun*

_____ the morning away in the _____ of the _____ sun.
verb *noun* *adjective*



Part Two

Planting a _____ is easy. First, make a _____ hole, and place
noun *adjective*

the _____ in it. _____ dirt over the top, and _____ down the
noun *verb* *verb*

_____ with your hand. _____ the _____ over
noun *verb* *noun*

the _____ until it is wet, but not soaked. Make sure it gets
noun

_____. Wait and see the _____ _____ appear.
noun *adjective* *noun*



Part Three

Directions: Fill in the blanks in the stories below, using the part of speech printed underneath the line.

One day a _____ red _____ was _____ in the barnyard when she
adjective *noun* *verb*

came across some _____ of wheat. "I think I'll _____ these _____ and
noun *verb* *noun*

_____ some wheat. Who will _____ me? Then we can _____ some
verb *verb* *verb*

_____ bread."
adjective

"Not !!" _____ the cow.
verb

"Not !!" said the _____.
noun

"Not !!" _____ the lamb.
verb



So the _____ _____ the _____ all by herself. After
noun *verb* *noun*

several _____ the _____ grew. The _____ worked _____
noun *noun* *noun* *adverb*

to _____ and _____ the wheat. At last the _____ was
verb *verb* *noun*

ready to _____ some _____. Everyone _____
verb *verb* *verb*

the _____. They all wanted to _____ it. "Oh, no!" the _____ said.
noun *verb* *noun*

"I _____ all by myself to make this _____. Now I am going
verb *noun*

_____ to _____ it ALL BY MYSELF!" And that is just what _____ did.
verb *pronoun*



Ag Libs Word List

Use this word box to complete parts one through three. Words may be used more than once. Make sure you use the correct part of speech. Feel free to use other words.

bake	grow	planned	smelled
bread	harvest	plant	squawk
break	help	playing	walk
brush	hen	pour	warm
chickens	horse	said	water
dirt	kernels	seed	weeks
eat	leaves	seeds	worked
fast	little	she	yelled
feed	make	sheep	
first	moist	sleep	
gather	noisy	slice	
green	path	small	