Rice

*Lesson Plan for Grade 1, Social Studies*

*Prepared by Education.com*

*Modified by Mississippi State University, School of Human Science*

*for Mississippi Farm Bureau Federation - AITC*

# OVERVIEW & PURPOSE

Students will be able to identify the consumers and producers in a community and their functions.

# EDUCATIONAL STANDARDS

**Mississippi College-and-Career Readiness Standards:**

E.2.1 Explain how individual wants and needs impact the production of goods and services.

ELA-RI.1.10 With prompting and support, read informational text appropriately complex for grade 1.

**NALOs:**

T2.K-2 a Explain how farmers/ranchers work with the lifecycle of plants and animals

(planting/breeding) to harvest a crop.

# OBJECTIVES

* Students will observe how rice is grown and harvested
* Students will analyze what a producer and consumer is
* Students will define what goods and services are

# MATERIALS NEEDED

* Bag of plain rice
* Box of minute rice
* Brown rice (for optional activity)
* [How rice is made YouTube video](https://www.youtube.com/watch?v=2JqEse7JffE)

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# Lesson Set Up:

1. Set up the YouTube video “[How Rice is Made](https://www.youtube.com/watch?v=2JqEse7JffE)”
2. Set out the bag of plain rice and the box of minute rice

Optional Activity:

1. Cook some white rice and brown rice ahead of time for the students to sample.

# VOCABULARY

# **Goods:** items that they buy to meet their needs for food, shelter, and clothing.

**Consumer:** people who use services and goods

**Producer:** people who provide or make goods and services for consumers.

# Ag Facts:

* Mississippi is #5 in the U.S. in terms of states that grow the most rice
* 10,147,000 hundredweight of rice was produced in 2018
* There are 259 rice-producing farms in Mississippi
* $117 million value of rice production in 2018
* Top producing county acreage wise is Bolivar County in Mississippi

# LEARNING PROCEDURES

1. Display to the students the bag of rice and the minute rice.
2. Ask students if they know what it is?
3. Ask students if they have ever eaten rice.
4. Explain to students that people eat rice all over the world, and for some it is their main source of food.
5. Ask your students to list items that their families like to buy. List the items at random on the board.
6. Discuss items that they buy to meet their needs for food, shelter, and clothing.
7. Ask them:

**“Which need does rice meet?”** (Answer: Food).

1. Identify these items as goods. Next, ask your students to name some services their families pay for, such as haircuts.
2. Review with students that goods are things people make or use to satisfy others' needs and wants.
3. Tell your students that people who use services and goods are called consumers, and people typically pay money to receive goods and services.
4. Define producers as people who provide or make goods and services for consumers.
5. Ask students:

**“How do we get rice into our grocery stores and where does it come from?”** (Answer: Rice is planted and produced by farmers across the globe. Mississippi is one of the top producers of rice in the United States.)

1. Have students watch the [How rice is made YouTube video](https://www.youtube.com/watch?v=2JqEse7JffE)
2. After the video, ask students:

**“Are farmers classified as producers or consumers?”** (Answer: Producers)

**Concept Elaboration and Evaluation**

* Explain to students that rice farmers in Mississippi, Arkansas, Louisiana, California, Missouri, and Texas grow 18 billion pounds of rice each year. And nearly 81 percent of the rice Americans eat is grown by America’s rice farmers which means it’s sustainable, healthy, and affordable – not to mention delicious and convenient! Now that’s reason celebrate!

Optional:

1. The teacher could make some rice ahead of time for the students to sample. Have students sample the difference between white rice versus brown rice.

# Additional Learning Procedures

To help students review and elaborate more about rice, complete a [“I used to think… now I think…”](https://drive.google.com/file/d/19s_djWz37ZQxFqAYiClE6L5tnHhzI9KN/view?usp=sharing) chart and share with other students.

More ways to incorporate rice into students learning to make further connections past the lesson is by reading the book [“The Life of Rice” by: Richard Sobol.](https://www.amazon.com/Life-Rice-Seedling-Traveling-Photographer/dp/076363252X/ref=sr_1_1?crid=1OHFWNKFZXGTM&keywords=rice+agriculture+children%27s+book&qid=1692900149&sprefix=rice+agri+childrens+book%2Caps%2C578&sr=8-1)

Additional Texts to Include:

[Thomas Jefferson Grows a Nation](https://www.agfoundation.org/recommended-pubs/thomas-jefferson-grows-a-nation)

[Mama Provi and the Pot of Rice](https://www.agfoundation.org/recommended-pubs/mama-provi-and-the-pot-of-rice)

[Beatrice’s Goat](https://www.agfoundation.org/recommended-pubs/beatrices-goat)

Source: <https://www.education.com/lesson-plans/>

*For more information and additional lessons visit*

*https://msfb.org/ag-in-the-classroom/lesson-plans/.*