FROM START TO FINISH

(courtesy of American Farm Bureau Foundation for Agriculture)

Objectives: students will match agricultural products to their source and will understand that the food we eat comes from agriculture

Time: 20 minutes

Standards: NGSS.K-ESS3-1: use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. NGSS.2-PS1-1: plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Materials: whiteboard or chart paper - markers - apple sauce - apples - photos of apple trees scissors (one per student) - glue stick (one per student) - From Start to Finish Matching Cards handout printed single-sided (one per student) - From Start to Finish Matching Mat handout (one per student)

Click here to access full size worksheets

(https://www.feedingmindspress.com/files/RTVM-free-sample-lesson.pdf)

Procedure:

- 1. Before the activity, make a five-column chart on the board. Label each column with the following meals: breakfast, snack, lunch, dinner and dessert.
- 2. Read the book "Right This Very Minute" aloud to the class. After finishing the story, invite students to complete the table on the board by capturing the different foods eaten for each meal in the book.
- R Tell students that all food comes from somewhere. We use the word *source* to describe where something comes from. Show students the jar of apple sauce. Ask students to identify the source of the apple sauce by asking "where does the apple sauce come from?" (apples). Ask students to identify the source of the apples by asking, "where do apples come from?" (an apple tree). Show students a picture of an apple tree. Tell students that the source for apple sauce is an apple tree.
- 4. Explain to students that in this activity they will be matching products to their source. First, they will cut apart the matching cards. Next, they will make their matches. Finally, they will glue their matches to the From Start to Finish Matching Mat handout.
- 5. Clarify any questions. Distribute scissors, glue sticks, From Start to Finish Matching Cards handouts and From Start to Finish Matching Mat handouts.
- 6. When completed, review the From Start to Finish Matching Mat handout and discuss the following questions:
 - A. Which products were most difficult to identify their source?
 - B. How did looking closely at the pictures help you identify the source?
 - C. Why do we need farmers?

Extensions and Variations:

- Distribute the matching cards among the students and have them find their "partner" to create a match.
- Instruct students to keep track of the foods they eat for one day. Create an illustration to show where their food comes from.
- Bring samples of different agricultural commodities and have students match their source.



ACTIVITY 2: From Start to Finish Matching Car

ACTIVITY 2: From Start to Finish Matching Mat handout

Contact us to:

- Find an online version of this guide with clickable links.
- Discuss curriculum materials
- Receive our monthly newsletter
- Learn about upcoming educator workshops
- School-to-Farm Field Trip information
- Borrow materials from our resource library

www.agclassroomn.org/nh email: nhaitc@nhfarmbureau.org



Dear Friends and Educators

The mission of New Hampshire Agriculture in the Classroom is to help students increase their understanding and appreciation of the role that agriculture plays in their daily lives. We strive to achieve this through teacher workshops, school to farm field trips, a monthly newsletter and more.

As part of our efforts, we offer an Annual Literacy Program where we select an agriculturally accurate book, then encourage volunteers to visit schools throughout the state where they read the book and share related information with the students. Following the presentation, the book is donated to the school for continued enjoyment and learning. We also provide lesson ideas to help supplement the school visit. Teachers are encouraged to utilize these resources to round out the lessons with activities based in science, language arts, social studies, etc. Upon completion of the program, we ask that both teachers and volunteers complete a brief survey to evaluate our effectiveness. A hard copy is enclosed or you may complete it online at <u>https://form.jotform.com/nhaitc/AqLit202</u>0. **Completed evaluations will be** entered to win a free 2021 book!

The book selected for the 2020 program is *Right This Very Minute* by Lisl H. Detlefsen. "What's that you say? You're hungry? Right this very minute? Then you need a farmer." Explore the different types of farms that put food on your table from cheese to beef to produce.

This year, we are thrilled to have support from Farm Credit East, Taylor Egg Products, Northeast Earth Mechanics and a grant from Champions of NH Farms. Please visit their websites for additional information about their work.

We hope that you find this material useful and that your students enjoy learning about how farmers put food on your table. If you are interested in integrating other agricultural topics or programs into your curriculum, please don't hesitate to contact us at (603) 224-1934, email <u>nhaitc@nhfarmbureau.org</u> or visit our website at www.aqclassroom.org/nh.

Sincerely,

Debbi Cox State Coordinator FARM CREDIT EAST

Lessons From the Agricultural Literacy Curriculum Matrix

From Sap to Syrup (grades K-2)

Students will identify the characteristics of maple trees that produce the best sap for making maple syrup and name the steps in the process of creating syrup from sap.

milk on a dairy farm.

Plant Tops and Bottoms (grades K-2)

Students will identify where fruits and vegetables belong on a MyPlate diagram and describe the major parts of plants roots, stems, leaves, flowers and fruits according to if they are produced on the top or bottom of a plant.





2020 Agricultural Literacy Program

"Right This Very Minute" Resource Guide





paid for, in part, with a grant from Champions of New Hampshire Farms

Click on the title link or visit www.agclassroom.org/nh and search the Agricultural Literacy Curriculum Matrix at the bottom of the middle column by lesson title for details.

It's A MOO-stery (grades K-2)

Students will be introduced to the dairy industry and will make observations about how historic tools such as a butter paddle, cheese press, and milk tester can be used to process



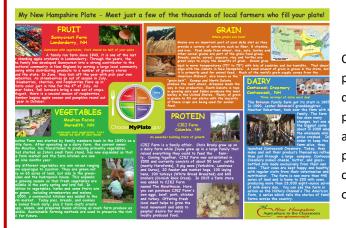
Milk or Meat? Beef or Dairy?

(grades K-2)

Students will identify the differences between beef and dairy cattle and determine the commodities produced by each type of cattle

Eggs: From Hen to Home (grades K-2)

Students will trace the production path of eggs, beginning on the farm and ending in their home. Students will also identify the culinary uses and nutritional benefits of eggs.



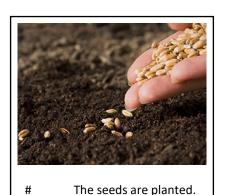
My New Hampshire Plate

Connect the MyPlate food groups to farms around New Hampshire. This placemat features farms around the state producing commodities to fill your dinner plate. You can add farms close to your school on the reverse side of the placement. Extend the learning even further by incorporating GIS mapping and history components. Below is a link to an 11'X14" version which can be printed for classroom use. Check our website for the updated 2020 version coming soon! Print copies with farm information at https://t2m.io/0bXVxyqL or blank versions to add your local farms at https://t2m.io/8iJK3Hfp.

Crop Production Sequence

Next to each picture, write the number to show the order of steps for planting lettuce to your table. Or, you can color the pictures, cut them out and then put them in the right order.







_____ Food is delivered to the store ready for sale.









____ Harvest the full grown plants.



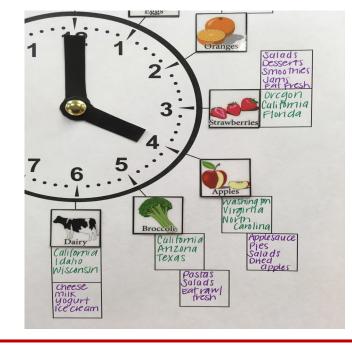
_____ Young plants sprout.

Right This Very Minute

Students will read *Right This Very Minute* - a table-to-farm book about food production and farming—and diagram the path of production for a processed product. Students will study a map to discover where different commodities are grown and write a thank you letter to farmers in their local community.

Three activities make up this lesson. First, students create at Right This Very Minute clock which highlights twelve products from the clock, where they are produced and how they are used. Secondly, processing food products is discussed. Finally, students learn how to format a thank you card and share it with local farmers or agriculturalists in their community.

Details and templates can be found here or <u>https://t2m.io/</u> DSBXcvzX.



Videos

Every minute of every day, someone, somewhere, is working to bring food to your table. Enjoy these videos to see how it is done.

APPLE: How Does it Grow? <u>https://www.youtube.com/watch?</u> v=UWLmEh1HIBw

 How Maple Syrup is Made:
 https://

 www.highlightskids.com/explore/did-you-know/maple-syrup
 https://

Journey of Milk: <u>https://www.youtube.com/watch?</u> v=nx0KYWxrO1k

Fields of Gold: How Sweet Corn Pollination Really Works https://www.youtube.com/watch?v=Ty3VuRMaKpw

Farm-To-Table Virtual Field Trip: Henhouse https://www.youtube.com/watch?v=wDmoqrksfvk

CUCUMBER / How Does It Grow? https://www.youtube.com/watch?v=Ua1TbZAyqjc

Some of NEW HAMPSHIRE'S Top Agricultural Products

Reflects 2017 total production values

EGGS \$13.5 millior

(2012)



An average hen lays 300 to 325 eggs each year.

Support NH dairy farms by purchasing milk with the "New Hampshire's Own" logo.



MILK

\$52.5 million

APPLES \$14.1 million



- apples are members of the rose family
- It takes about 38 apples to make 1 gallon of cider

It takes 40 gallons of sap to produce 1 gallon of syrup.



MAPLE SYRUP \$6.0 million

SWEET CORN

\$3.4 million

Most types of corn are used for animal feed and things such as fuel, corn syrup and plastics.

In 2012, NH was #1 in the nation for direct marketing sales as a % of all farm sales.



VEGETABLES, MELONS & POTATOES \$18 million

Statistics from National Agriculture Statistic Service Format thanks to FarmFlavor.com