



Agricultural Literacy Week

New York Agriculture in the Classroom

Educator Resource Guide 2019

Dear Educator,

From the busy hub of New York City, to the mountains of the Adirondacks, to the fertility of the Finger Lakes, and beyond - our state is expansive and encompasses all types of agricultural industries. In every region of the state there is a place where communities of growers and communities of eaters converge together to celebrate the beauty and bounty of New York food, and that place is at their local farmers market.

On the Farm, At the Market by G. Brian Karas highlights the story of agriculture with vivid illustrations and a community-centric storyline. Our students will understand the importance of agriculture as an economic driver in communities across the state, and develop an awareness and understanding of the planning and care farmers put into growing our food.

The conversation about food and agriculture can fit so naturally in your curriculum, and we are grateful that you have invited an Agricultural Literacy Week volunteer to share their story and our message. Our volunteer readers bring a wealth of personal knowledge to share with your students. We hope the visit inspires discussion, questions, and excitement about how food is produced and gives a greater insight about the entrepreneurial spirit of New York's farmers.

Sincerely,
Katie Carpenter
Director, New York Agriculture in the Classroom

Even More Agriculture in Your Classroom

Travel for Teachers

Earn a scholarship to attend the National Agriculture in the Classroom Conference in Little Rock, Arkansas. Join us for world class professional development - we support your travel, hotel, and registration. CTLE hours awarded. Applications due **March 27, 2019**.



Agricultural Literacy Grants

Visit a farm? Purchase agriculturally accurate books? Build a chicken coop? Plant a garden? Earn up to \$1,500 in support of your creative idea to infuse agriculture into your classroom. Rolling grant applications will be reviewed until **April 26, 2019**.

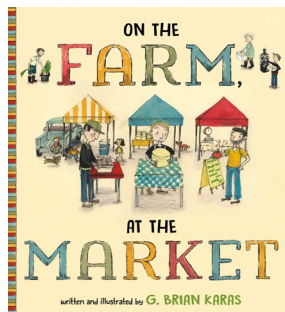
Agricultural Literacy Week Learning Extensions

Access additional lessons, vocabulary, virtual field trips to farmers markets, and more. Extend your student's learning by visiting the Agricultural Literacy Week page: agclassroom.org/ny





Our Classroom Farmers Market



Grade Level: 2

With possible adaptations for grades K, 1, 3, 4, 5

Time:

45 minutes

Materials:

- On the Farm, At the Market* book
- 1 set of red bordered cards
- 1 set of green bordered cards
- 1 set of blue bordered cards

Extensions:

For related lessons and learning extensions, please visit agclassroom.org/ny

Common Core

Domain Connections:

Kindergarten

The Five Senses, Plants, Farms, Seasons & Weather, Taking Care of the Earth

1st Grade

Animals & Habitats

2nd Grade

Cycles in Nature, Insects, Human Body

Helpful Hints and Presentation Preparation

- Complete a volunteer training program with your County Coordinator.
- Read the book and activity plan several times before you present to feel comfortable with your presentation.
- Review to ensure you have all the necessary materials and supplies for the lesson. Feel free to supplement your presentation with actual tools or signs you use or would see at a farmers market.

Introduction (2 minutes)

- Introduce yourself: share your connection to agriculture, and why agriculture is important to you.
- Explain the plan for your time together: We will learn about the many people who buy food from a farmers market and the food's purpose. We will also be learning how a farmer prepares or grows their agricultural product, and the care they take in making sure it is fresh and delicious before being sold at a market.

Read Aloud (15 minutes)

Read *On the Farm, At the Market* by G. Brian Karas.

- Add further explanation to the illustrations or concepts in the book, by asking questions or sharing personal stories, if applicable.

Lesson and Activity (25 minutes)

Background:

Farmers markets can be found in the smallest of towns, to the largest of cities across New York State. Markets provide a unique chance for farmers to speak directly to their consumer about what they like, what they want, and what is important to them when they spend their money on food. Farmers will often take the feedback they gain during the market season and make changes to their planting schedule or booth display for the next year. There is a lot of thoughtful selection and planning that takes place before each market, as the farmer has to decide how much to harvest based on what they anticipate to sell that day. Harvesting too much means wasted food, and too little mean a missed income opportunity.

A farmers market is also a perfect place for community gathering and food access. The market may be the common place where recycling and compost is collected, cooking demonstrations are held, or it may be the closest location for fresh, healthy food. Not only do community members appreciate the farmers market in their towns, but chefs and food service professionals rely on farmers and food processors selling at the market. Inspiration for a recipe can strike just by seeing what is on display in a booth, fresh, and in-season. The food they see in the morning at the market just might be on the restaurant's menu that night.

Lesson Procedures:

Items in italics are suggested as time allows in your presentation. Use the procedures in regular text for a quicker experience.

1. After reading the book, ask the following questions:
 - Have you ever visited a farmers market?
 - What did you see? What did you buy?
 - Did you talk to a farmer selling their product?
2. Explain to the students that we are going to create our own farmers market in the classroom. There will be farmers bringing their items to sell, consumers buying the farmer's crop, and you (the volunteer) will be serving as the Market Manager.
 - Ask for 3 student volunteers to serve as the farmers.



Lesson Plan & Extension Activities

Lesson Procedures, continued:

3. Provide each farmer with the items they will be selling at today's market. Each farmer should receive a bag of cards picturing the items they are going to sell. The farmers should be assigned a specific colored border, and only have items in their bag with that assigned color (either red, green, or blue borders).
 - Assign your farmers to locations around the room to serve as their booth.
 - Explain that their bag holds the items they harvested or processed and brought to the market to sell today.
 - Ask your farmers, "what is your goal today as farmers at the farmers market?" (Sell all of their product so that there is no waste; to make money, etc.)
 - Instruct the farmers that they have the next 3 minutes before the market opens to set up their booth to attract the consumers to spend their money and buy your product.
4. Explain to the consumers that they are going to be working together to purchase products to contribute to the weekly groceries for their family.
 - Create groups of 3 to 5 students who will be the hungry consumers buying groceries for their family.
 - Each group can spend up to \$20 total at the farmers market.
 - Explain that every product is represented by a food card at the farmer's booths. They will not be exchanging any money with the farmer. To purchase an item from the farmer they should say, "Hello! I would like to purchase 3 apples." The farmer will give them three apple cards, and then the transaction is completed with a handshake. Show an example.
 - The consumers will only have 4 minutes to do their shopping. Once time is called, the students should come back together with their groups.
5. Ask if there are any final questions about our farmers market, and ask the farmers if their booths are set.
 - *You may want to have the farmers briefly share what they are selling at their booths, and give a pitch as to why the consumers should buy their farm items.*
 - When ready, announce that the market is open and time their shopping for 4 minutes.
6. When the students return from their trip to the market ask them to organize their purchases based on the colored borders (stack all red borders together, green together, and blue together).
 - Students should find out how much of their money they spent with each **individual farmer** by adding the prices of the items they purchased in the corresponding colored border groups. The prices are on the cards. Add all the red cards, then the green cards, and then the blue cards.
 - The student groups will have three amounts, one for each farmer.
 - Report to the farmer how much each group spent at their stand.
 - *The farmer can keep track of how much each group spent at their booth, and then add the numbers to find their income for the day's work.*
 - Ask the students to add the three amounts together to find their **total dollars spent** at today's farmers market.
 - Remind the students that they had \$20 to spend at the market. Subtract the group's total dollars spent at the market from their \$20 to identify if they went **over or under budget**.

Conclusion (3 minutes)

Conclude the presentation by asking the students a few questions:

- How did you decide how much of your money to spend with each farmer?
- Farmers, what was your most popular item?
- Farmers, what would you do differently if you were to come back next week to the market? What would you bring, what wouldn't you bring? Would you change the prices?
- Looking at the items you bought and thinking about Chef Amy's recipe in the book, what recipe would you make with your ingredients?



Learning Extensions & Variations:

Additional Rounds of the Market Simulation

Value-Added Products

- Inform the class that they will have another opportunity to visit the farmer's market after one week has passed.
- All groups have \$20 again to spend at the market after another week at work.
- Based on the income the farmers made last week, they were able to expand their product line by offering value-added products to their booths.
 - Give the students blank cards, and ask them to come up with at least one value added product based on what they produce on their farm, and identify a price for the item. For example: berries to jam, beef to beef jerky, cheese to cheese curd, etc.
- Manage the market again for 4 minutes, and ask the students what they were able to purchase at this round and their reactions to the value-added products.
- What additional value-added products could the farmers produce?

Farmers Market Meal Planning

- After a round or two of buying market items, ask your students to develop a balanced meal or recipe based on what they purchased.
- Does it fit into MyPlate? Does it include: fruits, vegetables, grains, protein, and dairy?

Farmer Interview

- Identify a farmer in your community that sells their product regularly at a farmers market.
- The students should develop their own interview questions, but consider prompting them with:
 - How long have you been selling your farm products at a farmers market?
 - Do you have any value-added products you bring to the market?

Vocabulary

Crops – A cultivated plant that is grown as food, especially a grain, fruit, or vegetable.

Curd – A soft white substance formed when milk sours, used as the basis for cheese.

Fog – A thick cloud of tiny water droplets suspended near the earth's surface.

Greens – Green leafy vegetables.

Harvest – The process or period of gathering in crops after they have reached full growth

Hay – Grass that has been mown down and dried for use as food.

Leeks – A plant related to the onion; with flat overlapping leaves forming a bulb.

Produce – Food that is raised through farming, especially fruits and vegetables.

Storage – Saving or preserving something for future use.

Sawdust – Powdery particles of wood produced by sawing.

Whey – The watery part of the milk that remains after the formation of curds.

For additional vocabulary with photos, visit our Quizlet at agclassroom.org/ny.



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Agriculture
and Markets

