



Agricultural Literacy Week

New York Agriculture in the Classroom

Educator Resource Guide 2020

Dear Educator,

When we eat our favorite foods, whether it be breakfast, lunch, or dinner – do we ever think about what those farmers are doing right that very moment as we enjoy our meal? Luckily in New York, our farmers produce some of the most diverse and delicious food in the world so you don't have to go very far to find out how your favorite ingredients are raised, grown, harvested, and processed.

Right This Very Minute by Lisl H. Detlefsen is a farm to table book that connects the food we eat during the day to the efforts made by farmers to thoughtfully produce food. This book takes students on an explorative journey to trace the food on their plates back to its source – the farmer.

You are part of a fifteen-year tradition of the Agricultural Literacy Week program. This exciting annual event can open the conversation about food and agriculture with your students, and help increase their ability to understand and communicate the source and value of agriculture as it affects their daily lives. We are grateful that you have invited an Agricultural Literacy Week volunteer to share their story and our message of food systems and the connections all around us. 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 spirit of New York's farmers.

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

Even More Agriculture in Your Classroom



STEM Teacher Experience with Beef

This summer take part in an immersive professional development experience where STEM concepts come to life. Apply for our 3-day, 2-night authentic learning experience that will bring you on the farm and in the kitchen. Free lessons and classroom tools included!

Applications due **May 1, 2020**.

Agricultural Literacy Grant

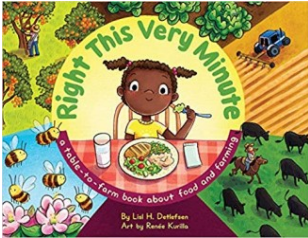
Visit a farm? Build a chicken coop? Plant a garden?
Purchase books and materials for your classroom?
Earn up to \$1,200 to support your most creative idea to infuse food and agriculture into your classroom. There will be four rounds of grant reviews.

The final deadline for review will be **April 3, 2020**.



From Start to Finish

Adapted from the American Farm Bureau Foundation for Agriculture, and the lesson "Source Search" from National Agriculture in the Classroom.



Grade Level: 2

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

Time:

40 minutes

Materials:

-*Right This Very Minute*
-Whiteboard, or tear sheet
-Marker
-Example applesauce, apple, and apple orchard cards
-*From Start to Finish* matching cards, cut

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 food items for the students identify the sources.

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 read a fun and exciting book to learn about many food products and identify their source.
 - We will better understand that the food we eat comes from agriculture.

Read Aloud (15 minutes)

Read *Right This Very Minute* by Lisl H. Detlefsen.

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

Lesson and Activity (20 minutes)

Background Information:

We are often hungry "right this very minute" during the day as we eat breakfast, lunch, and dinner. Do we ever think about what farmers and agricultural businesses are doing to plant, grow, harvest, and process our favorite foods every time we sit down to enjoy a meal? We know that they are ensuring we have a safe, nutritious, and delicious food supply to grow our bodies and minds.

New York State has over 35,000 farms and our state can be proud that we have such a diversity of products that we grow and raise. From all types of dairy products, to apples, cabbage, maple syrup, beef, pumpkins, squash, honey, grapes, fiber, and so much more – almost anything you are hungry for, you can find produced in New York. Most people can identify foods in their final processed state on their plates, but sometimes it can be difficult to source those products to their original forms. This lesson will help create the connections between the items we use and eat every day to their source.

Lesson Procedures:

1. Make a five-column chart on the board or a large tear sheet. Label each column with the following meals: **Breakfast, Snack, Lunch, Dinner, Dessert.**
2. Ask students to recall the foods that were eaten during each meal described in the book. Write their answers under the correct column.

Correct answers:

Breakfast – Orange juice, pancakes, maple syrup

Snack – Trail mix with cranberries and peanuts

Lunch – Cheese, carrots, apples

Dinner – Hamburgers, baked potato, lettuce, tomatoes

Dessert – Strawberry shortcake



Lesson Plan & Extension Activities

Lesson Procedures, continued:

3. Explain to students that all of our food and goods that we use on a daily basis come from somewhere. The word *source* describes where something comes from. Show the example applesauce card, and ask the students to identify the source of the applesauce by asking, "Where does applesauce come from?" (*apples*).

Show students the apple card and ask them to identify the source of the of the apples by saying, "Where do apples come from?" (*an apple tree*).

Show students the orchard card and explain that apple trees live in an orchard, and just like in the book, farmers rely on bees to pollinate the apple blossoms in the spring to grow our favorite apples.

4. Explain to students that in this activity they will be matching products we eat or use to their source. Each student will receive one card upside down on their desk or in their hand, and they can't look at the card until you say, "find your match, right this very minute". Every person will either have a final product, or they will have a source. There will be one (or more) matches to their card, and it is their job to find their partner or group amongst their classmates.

Once their partner(s) are found, they should stand in a group together and wait until the rest of their classmates have found their matches.

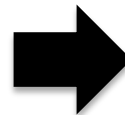
Volunteer note: Be sure that when you distribute the cards you have a source and a product for each student. For an odd number, you can include the teacher or yourself in the fun, or use one of the sources with multiple products. For larger classes, download and print our activity extension pack on our website.

5. Once all the matches have been found, move from group to group sharing the products and their sources to the rest of the class.

Conclusion (3 minutes)

Conclude the presentation by asking the students the following questions:

- Which products were most difficult to identify the source?
- How did looking closely at the pictures help you identify the source?
- Why do we need farmers?



For variations on this lesson, and learning extensions for 3rd through 5th grade students, view the additional learning opportunities on the back of the Educator Resource Guide.

Learning Extensions & Variations:

Your Meal – Sourced!

- Instruct students to keep track of the foods they eat for one day.
- Have them create a sequential illustration showing where their food comes from and the steps it goes through in the food system.
- For older students, instruct them to choose a farmer of one of their favorite foods, dubbing them their “Agricultural Super Hero”. They should write about the incredible changes of the food from the source to the final product in the form of a graphic novel. Use the graphic novel organizer on our website.

What’s the Source of This?

- Bring samples of different agricultural commodities and have students match the actual samples to their surprising source.
- Examples: Cotton t-shirt and a boll of cotton; sunflower oil and a sunflower; olive oil and olives; iPhone and sand (glass on the iPhone); wool socks and a piece of clean, shorn fleece; soda and corn.

Trail Mix Graphing

- Make a trail mix snack just like the children in the book *Right This Very Minute*, putting your favorite ingredients in bowls. Ingredients may include: Cheerios, dried cranberries, Rice Chex, chocolate chips, peanuts. *Always check for classroom allergies before bringing in food.*
- Using gloves and spoons, have a few students mix the ingredients into a larger bowl and stir the contents.
- As each item is added ask the students to name the product and identify the source of the item. Spoon trail mix into enough dixie cups for every person in the class.
- Let them know that at the end of the activity they will be able to eat the trail mix, but they first have to organize their cup of trail mix by type.
- Each student should create their own bar graph of the ingredients from their cup. Create a classroom bar graph, and then enjoy!

Vocabulary

Bushels – Unit used for measuring amounts of fruit or grain.

Crop Rotation – A method of farming where a number of different plants are grown one after another to keep the soil healthy.

Evaporator – A set of large shallow metal pans used to boil sap into syrup.

Feedyard – An area where cattle are kept and fed when being grown for market.

Furrows – A long narrow trench made in the ground by a plow, for planting seeds or watering.

Graze – To feed on growing grass.

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

Pollinate – To move pollen from one plant to another for the purpose of reproduction.

Source – A person, place, or thing from which something comes or can be obtained.

Sugarbush – A section of woods containing maple trees, which produce sap.

Till – To work the land, to get it ready for planting and harvesting.

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



New York
Agriculture
in the Classroom

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