

# A Day Without Ag

## Grades PreK-2

English Language Arts, Social Studies, Math



### Objectives

Students will spell the word “agriculture,” discuss its meaning and read about the impact of agriculture to them. Students will identify everyday things made from agriculture. Students will sort items made from agriculture. Students will count how many people in their class have used different agriculture products. They will write numbers or tally marks to show their results.

### Vocabulary

**agriculture**—the science or occupation of using the soil, producing crops, and raising livestock

**farm**—a piece of land used for growing crops or raising livestock

**fiber**—a thin thread of natural or artificial material that can be used to make cloth, paper, etc. (wool, cotton, asbestos, gold, glass, or rayon) usually able to be spun into yarn

**grocer**—a person who sells food and other supplies for people's houses

**research**—careful study that is done to find and report new knowledge about something

**tractor**—a large vehicle that has two large back wheels and two smaller front wheels and that is used to pull farm equipment

### Background

“Ag” is short for **agriculture**. When you think of agriculture you probably think of people growing crops or raising cows, pigs, sheep, and chickens on a farm. But agriculture means much more than that. The people who work in factories to build **tractors** and other **farm** machinery play an important role in agriculture. People in universities who **research** new agricultural products and new ways to grow food and **fiber** are involved in agriculture, too.

The **grocer** must buy agricultural products to fill the grocery shelves. The restaurant owner must buy agricultural products to prepare and serve his or her customers. The clothes you wear and the furniture on which you sit were probably made from agricultural products. Growing and selling greenhouse and nursery plants is agriculture. Forestry is agriculture, too. Tree farmers plant, nurture and harvest trees. Then they sell the trees to companies that make paper products. The people who work in factories where they make paper and the people who sell it in stores are as much a part of agriculture as the farmer who plants the tree.

Think of all the ways in which agriculture touches your life. When you wake up in the morning, you might be lying on cotton sheets. Your pillow could be filled with down feather from a goose. The frame of your bed is probably made of wood. These are all ag products, and you aren't even out of bed yet. When you do get out of bed, you may put your feet onto a rug made from the wool of a sheep or a linoleum floor made from soybean oil. The soap you use in the shower might contain cottonseed oil or lanolin, a kind of oil from the sheep's wool. The handle of your hairbrush might be made from the bones and horns of a beef animal, and the bristles might be the bristles, or hair, of a pig. The towel you dry off with and the jeans and T- shirt you put on are made from cotton. Once you get to school you might pick up a crayon made from pig fat or soybeans. You've already used dozens of agricultural products, and you haven't even started eating yet.

Just imagine a day without agriculture. Do you think you could survive?

## A Day Without Ag (continued)

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### Additional Reading

Butterworth, Chris, *How Did That Get in My Lunchbox? The Story of Food (Exploring the Everyday)*, Candlewick, 2011.

Chitwood, Suzanne Tanner, *Wake Up, Big Barn*, Cartwheel, 2002.

Detlefsen, Lisl H., *Right This Very Minute*, Feeding Minds Press, 2019.

Elliott, David, and Holly Meade, *On the Farm*, Candlewick.

Goodman, Susan E., *All in Just one Cookie*, 2006.

Hill, Lee Sullivan, *Farms Feed the World*, Carolrhoda, 1997

Kinsey-Warnock, Natalie, *A Farm of Her Own*, Dutton, 2001.

### Videos:

Story Time on the Farm- Right This Very Minute

<https://youtu.be/YFHq17ZqA00>

I Want to be a Farmer- Kids Dream Job- Can You Imagine That? **\*\*Be sure to discuss that trees can not grow both apples and bananas, and that cows do not make chocolate milk.**

<https://youtu.be/WtH7hNKyOD8>

Farm Animal Facts for Kids

<https://youtu.be/ThniAx6x8DI>

### Websites:

<https://www.feedingmindspress.com/our-books/right-this-very-minute>

# A Day Without Ag

## Activity 1

## Grades PreK-2 Teacher Resources and Standards

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### Activity 1: A Day Without Ag, (ELA) 1-2 50 minute class periods

Students will spell the word “agriculture,” discuss its meaning and read about the impact of agriculture to them. Students will identify everyday things made from agriculture.

#### Oklahoma Academic Standards

##### Activity 1: A Day Without Ag (ELA)

PK.2.PA.3 K.2.PA.5	Students will count, pronounce, blend, segment, and delete syllables in spoken words.
PK.2.PA.5 K.2.PA.3 1.2.PA.3	Students will isolate and pronounce initial, medial, and final sounds in spoken words.
1.2.W.4 2.2.W.4	Students will use resources to find correct spellings of words
1.2.F.2 2.2.F.2	Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
PK.2.R K.2.R.1 1.2.R.1	Students will retell or re-enact major events in a text, focusing on important details to recognize the main idea.
2.2.R.1	Students will locate the main idea and supporting details of a text

#### Materials:

- Activity 1 Reading Page “A Day Without Ag”
- Activity 1 Worksheet 1 “Ag in My Day” (2 versions are offered)

#### Procedures

1. Read and discuss vocabulary words.
2. Write the word agriculture on the board.
  - Determine how many syllables are in the word agriculture.
  - Determine what the initial sound is in the word agriculture.
  - How many vowels are in the word “agriculture?” How many consonants?
  - Practice spelling “agriculture” as a class by stomping, whispering and yelling the letters.
3. Discuss the meaning of the word “agriculture.”
  - Students will look up the word “agriculture” in a dictionary.
  - What page is it on in the dictionary? Is it in the front, middle or end of the dictionary?
  - Is it in the right or left column? Is it at the top or bottom of the page?
  - Have students explain the definition in their own words.

# A Day Without Ag

## Activity 1

### Procedures (continued)

4. Hand out Activity 1 Reading Page “**A Day Without Ag**”

—Students will read independently or you can read the passage together.

—Discuss everything in their life that comes from agriculture.

—What is in the passage that they have used that day? What is in the passage that they didn't use?

—Discuss the main idea of the reading passage.

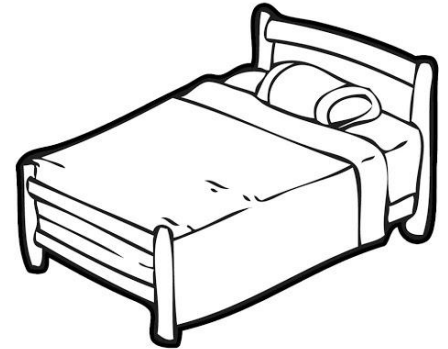
5. Hand out Activity 1 Worksheet 1 “**Ag in My Day**”

—Ask students to make a list of everything in their day that comes from agriculture.

—Students will share their lists.

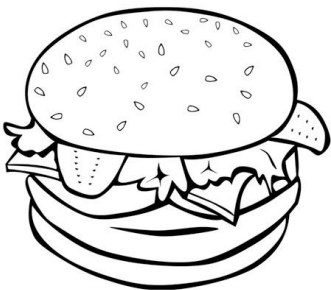
Do you need the farm every day? Have you ever stopped to think what comes from the farm? Let's do that now!

When you wake up you may have cotton sheets on your bed. The frame of your bed might be made of wood. These all come from the farm.



When you get out of bed, you may step onto a rug made of wool. Wool comes from sheep. The soap you use to wash can have oil from cotton in it. The bristles of your hairbrush might be made from the hair of a pig. The towel you dry off with is made of cotton. If you wear jeans you may wear cotton all day. Your shoes might be made of leather. Leather comes from cattle.

Now it's time to eat. Your toast is made from flour. Flour is made from wheat. Wheat grows on a farm. If you eat peanut butter with it, then you are eating peanuts. Peanuts grow underground. Did you add grape jelly? If so, you are eating fruit grown on a farm. Do you like to eat eggs? They are laid by a hen. If you eat bacon, it is from a pig. The milk you drink is from a dairy cow.



You may use a crayon made from soybeans. You can write on paper from a tree. For lunch you might eat a hamburger. Can you name all of the farm items in a hamburger? There can be wheat, beef, dairy, or vegetables.

As you think about your day, do you think you can have a day without agriculture?

# A Day Without Ag

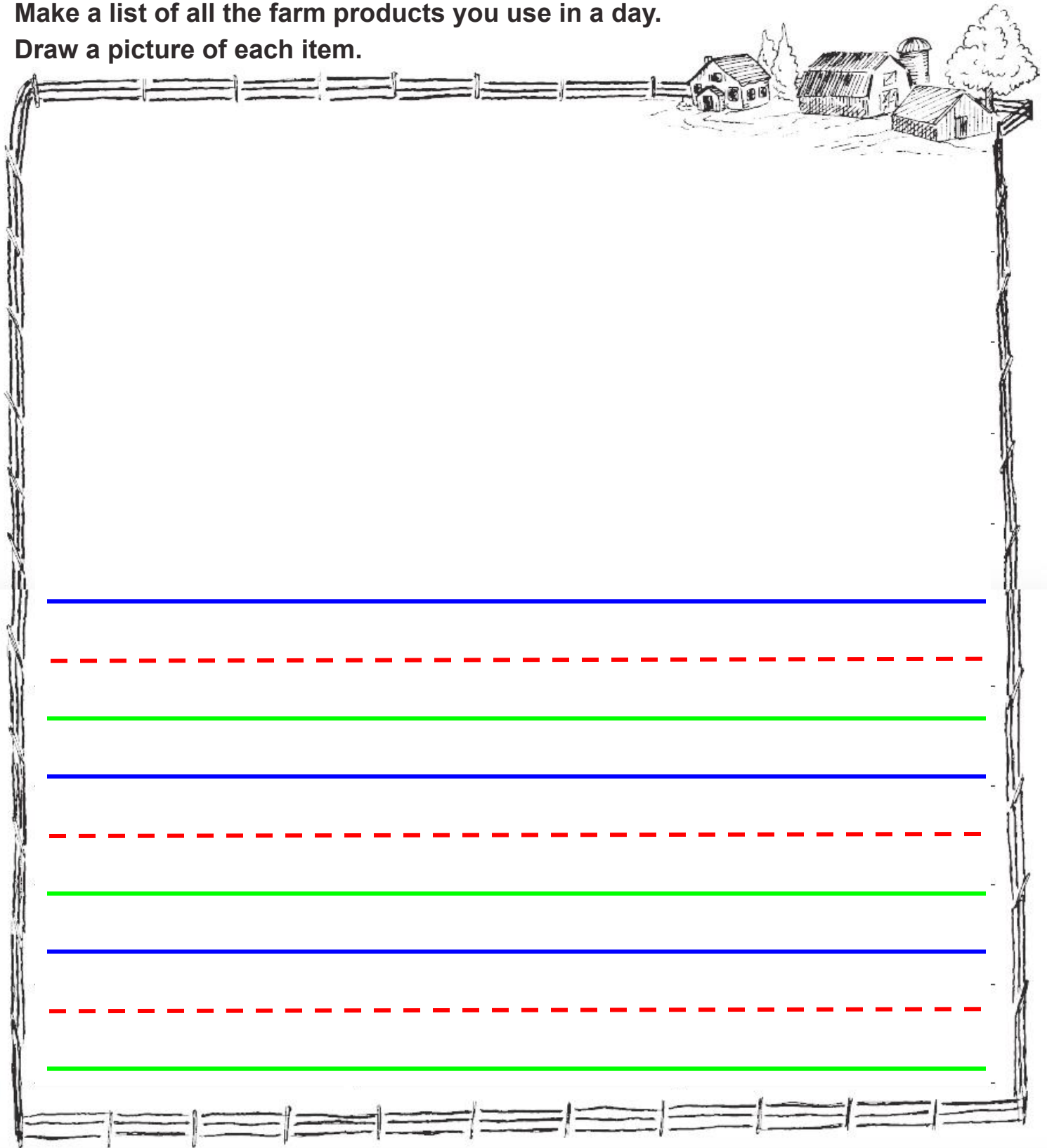
## Activity 1 Worksheet 1: Ag in My Day



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Make a list of all the farm products you use in a day.**

**Draw a picture of each item.**



# A Day Without Ag

## Activity 1 Worksheet 1: Ag in My Day



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Make a list of all the farm products you use in a day. If you run out of space, use the back of this page.**



A large rectangular area for writing, bounded by a hand-drawn fence. The interior of the rectangle contains ten horizontal lines for writing.

# A Day Without Ag

## Activity 1 Worksheet 1: Ag in My Day

### ANSWER KEY



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a list of all the farm products you use in a day. If you run out of space, use the back of this page.



ANSWERS WILL VARY, POSSIBLE ANSWERS INCLUDE:

pillow jeans soap chair

bread shirt sheets meat

eggs shoes bat gum

milk shorts brush paper

crayons cereal chips bacon

rug bed towel jelly

lotion floor peanut butter



# A Day Without Ag

## Activity 2

### Activity 2: Sorting Ag Products, (Social Studies) 1 50 minute class period

Students will identify everyday things made from agriculture. Students will sort items made from agriculture.

#### Oklahoma Academic Standards

##### Activity 2: Sorting Ag Products (Social Studies)

- |                 |   |
|-----------------|---|
| PK.4.1<br>K.4.1 | Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.  |
| PK.4.3          | Explain how resources are used by people to meet their needs.   |
| K.4.4           | Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student's life. |
| 1.4.3           | Identify and explain the roles of consumers and producers in the American economy.  |
| 2.4.1           | Explain the importance of supply and demand in the consumer and producer relationship.  |

#### Materials:

- Items to sort with connections to agriculture: milk, bread, jelly, peanut butter, shoes, socks, jeans, shirt, lotion, soap, hairbrush, pillow case, pencil, paper, crayon, corn syrup, etc
- Activity 2 “**Ag Commodities Sorting Page**”

#### Procedures

1. Students will bring agricultural products from home and pile them all in one area.
  - Explain the importance of agriculture to the students. Discuss how agriculture provides our basic needs of food, clothes, and shelter.
  - Students will sort the items into categories (animal products/plant products, things to eat, things to wear).
  - Use the Activity 2 “**Ag Commodities Sorting Page**” and have students sort their items into groups based on what Ag Commodity they think the items came from based on the information in Activity 1 Reading Page “**A Day Without Ag**”
  - Students will create their own categories.
2. Discuss the concepts of “want” and “need.”
  - Divide students into groups.
  - Students will go through the ag products and decide which are needs and which are wants.
  - Students share their findings during a class discussion.
3. Discuss how farmers as community members impact students lives daily by providing for them.
  - Discuss the terms producers and consumers, determine which category students are in.
  - Discuss supply and demand- why do farmers grow food for us?





# A Day Without Ag

## Activity 3

### Activity 3: Ag in Our Day, (Math) 1 50 minute class period

Students will count how many people in their class have used different agriculture products. They will write numbers or tally marks to show their results.

#### Oklahoma Academic Standards

##### Activity 3: Ag in Our Day (Math)

- K.N.1.6 Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.
- 1.N.1.3 Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks
- 2.N.1.1 Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, tally marks, number lines and manipulatives.

#### Materials:

- Activity 3 Worksheet 1 “Ag in Our Day”

#### Procedures

1. Pass out Activity 3 Worksheet 1 “Ag in Our Day”  
—You can complete this as a whole group or individually.
2. WHOLE GROUP  
— Students will record the total number or use tally marks to record the number in each item to represent their findings.  
—Ask students to stand if they have:
  - Eaten something made from wheat today (write number or tally marks inside the wheat)
  - Drank milk or eaten something from cows today (write number or tally marks inside the cow)
  - Used or worn something made from cotton today (write number or tally marks inside the cotton)
  - Eaten something made from chickens today (write number or tally marks inside the hen)
3. INDIVIDUALLY  
— Students will walk around the room and ask classmates if they have:
  - Eaten something made from wheat today (write number or tally marks inside the wheat)
  - Drank milk or eaten something from cows today (write number or tally marks inside the cow)
  - Used or worn something made from cotton today (write number or tally marks inside the cotton)
  - Eaten something made from chickens today (write number or tally marks inside the hen)  
— Students will record the total number or use tally marks to record the number in each item to represent their findings.

# A Day Without Ag

## Activity 3 Worksheet 1: Ag in Our Day



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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