

# FYI For Your InFARMation

Summary  
of pages  
1-3

## In today's lesson, students will:

- Learn that our economy is based on the relationship between producers and consumers
- Learn about the different types of farms
- Answer questions about a map of our state

DAY 1

## Ohio State Standards

### Social Studies

#### ■ Geography

Read and interpret maps by using the map title, map key and compass rose to answer questions about the local community.

#### ■ Economics

Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.

### Language Arts

**RI.3.1**-Answer questions about a text by referring to words and phrases in the text.

#### ■ Reading Applications

**RI.3.7** -Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

## Before Reading

### Assess Prior Knowledge

- Ask students if they know where their food comes from.
- Ask students if they have visited a farm. What did they see there?

### Vocabulary

Write the vocabulary words on chart paper or a chalkboard. Start a discussion about each of the words by asking the following questions:

- 1 Agriculture** is the production of food and other goods through farming. What kinds of things do farmers do?
- 2** Animals that are raised on farms for food and fiber are called **livestock**. Think of some examples of livestock.
- 3 Consumers** are people who buy goods (like toys and food) and services (like a haircut). Have you ever been a consumer? What did you buy?
- 4** A **producer** is a person who offers a good or a service to consumers. A farmer is an example of a producer. Name some producers in our area.
- 5** Buyers and sellers make up a **market**. We have a market **economy** in the United States. This means that we have producers who set their own prices for goods and services. This also means that businesses compete against each other by offering lower prices. Can you think of some businesses in our economy that compete against each other? (example: McDonald's<sup>®</sup> and Wendy's<sup>®</sup>)
- 6** Write the word **affordable** on the board. Underline the suffix -able and point out the root word "afford". If you can afford something, you are able to buy it. Explain to students that the prefix -able added to the root word "afford" makes the word mean "able to be afforded". What are some things that are affordable to you?
- 7** A **breed** is a group of animals that look alike. There are different breeds of dogs. Can you name some?
- 8 Cattle** are cows. Why do farmers raise cattle? Did you know there are different breeds of cattle? What does that mean?



### *Start a Discussion*

- List some goods that are produced on farms. Start a web on chart paper or on the board.
- Why do you think it would cost a consumer less money to buy food produced in Ohio?

### *Build Comprehension*

- As you read through pages 1–3, point out the highlighted vocabulary words and review their meanings.
- **Pages 2–3**—Complete the web to display the different things that are raised on farms.
- **Page 3**—To help students understand the numbers on this page, explain to students that if you lined up 9 billion eggs end-to-end, that's equal to the length of more than 4.5 million football fields. And 605 million gallons of milk would fill 1,000 Olympic-sized swimming pools!
- **Page 3**—Have students look at the map and explain what information they can get from it. What are the different types of livestock that are produced in Ohio? Name one county that produces pork. Why do you think that there are more farms in rural areas?

### *Extend Learning*

#### **Online Resources/Videos**

- Learn about some Ohio farmers and watch videos about their farms by visiting this site <http://www.farmersfeedus.org/oh/our-farm-families/>
- Visit [www.drink-milk.com/schools](http://www.drink-milk.com/schools) to take a video field trip to a dairy farm. You can also find many resources, including an interactive game, in our Farm to School section, under Tools for Schools
- Learn about Ohio hog farmers and watch videos about how hogs are raised at [www.OhioPork.org](http://www.OhioPork.org). And, take students on a Virtual Field Trip via live video chat with a pig farmer. More information is available at: <http://www.ohiopork.org/fieldtrip>
- Listen to Ohio egg farmers explain how they care for their animals and environment and produce safe, nutritious eggs at [www.OhioEggs.com](http://www.OhioEggs.com)

#### **Books**

*Farms Feed the World* by Lee Sullivan Hill  
*Life on a Dairy Farm* by Judy Wolfman  
*Life on a Sheep Farm* by Judy Wolfman  
*Life on a Chicken Farm* by Judy Wolfman  
*Portrait of a Farm Family* by Raymond Bial

Smart board lessons are available for download on [www.ForYourInFARmation.com!](http://www.ForYourInFARmation.com)

### *Assess Comprehension*

Have students complete Worksheet 1.

### *Across the Curriculum*

**Math** Have students plan their own farm on graph paper. Have them measure the area or perimeter of each area.

**Science** Research the life cycles of the different farm animals.

**English Language Learners** Bring in samples of items that are produced on farms.

# FYI For Your InFARMation

*Summary  
of pages  
4-5*

**In today's lesson, students will:**

- Learn that farmers work hard to make sure their animals are well cared for
- Learn that this keeps the food they produce safe and nutritious

**DAY 2**

## *Ohio State Standards*

### **Social Studies**

#### **Geography**

Daily life is influenced by the agriculture, industry and natural resources in different communities.

### **Language Arts**

#### ■ **Reading Process**

**RI.3.2** -Determine the main idea of a text; recount the key details and explain how they support the main idea.

### **Vocabulary**

**RI.3.4** -Determine the meaning of general academic and domain-specific words and phrases in a text.

## *Before Reading*

### **Assess Prior Knowledge**

- Ask students if they have any pets at home. How do they care for their pets?
- What do animals need to live?

### **Vocabulary**

Write the vocabulary words on chart paper or a chalkboard. Start a discussion about each of the words by asking the following questions:

- 1 Predators** are animals that hunt other animals for food. What kinds of predators do you think farmers have to worry about?
- 2 A veterinarian** is a doctor who takes care of animals. What do veterinarians do for animals?
- 3 Vaccinations** are shots. Why do people and animals need vaccines?
- 4 A bushel** is a type of measurement for dry ingredients. A bushel is about the same size as eight plastic gallons of milk. Apples can be measured in bushels. If you buy two bushels of apples, about how many plastic gallons of milk would that be equal to?
- 5 Veterinary medicine** is what you need to study to become a veterinarian. What would you like to study when you grow up?



### *Start a Discussion*

- Predict what would happen if farmers didn't care for their animals properly.
- What do you think farmers do to keep their animals healthy?

### *Build Comprehension*

- As you read through pages 4-5, point out the highlighted vocabulary words and review their meanings.
- **Page 4**—Point out the headings on this page. Ask students how headings help us understand what information we will read about in a section of text.
- **Page 5**—Ask students how farmers ensure that their animals have housing and food.
- **Page 5**—Ask students how farmers ensure that their animals are healthy.
- **Page 5**—What careers are there in agriculture?
- **Page 5**—Why is it important for farmers to raise healthy animals?

### *Extend Learning*

#### **Online sources**

- Explore virtual field trips, agriculture information and science projects at [www.agclassroom.org/kids/index.htm](http://www.agclassroom.org/kids/index.htm)
- [www.agri.ohio.gov/divs/DLEP/dlep.aspx](http://www.agri.ohio.gov/divs/DLEP/dlep.aspx) Virtual tours of Ohio farms by the Ohio Department of Agriculture
- Learn about Ohio's beef community and watch videos of Ohio beef farmers at [www.ohiobeef.org](http://www.ohiobeef.org). If you are interested in materials for your classroom, email [beef@ohiobeef.org](mailto:beef@ohiobeef.org) for free educational materials related to the beef community
- Learn about the more than 200 crops and animals grown in Ohio at: [www.ourohio.org/agriculture/animals-and-agriculture](http://www.ourohio.org/agriculture/animals-and-agriculture)

#### **Books**

*Corn* by Elaine Landau, Children's Press  
*Extra Cheese, Please* by Cris Peterson  
*Fantastic Farm Machines* by Cris Peterson  
*Hooray for Dairy Farming* by Bobbie Kalman  
*John Deere All Around the Farm* by Parachute Press  
*A Year at a Farm* by Nicholas Harris

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### *Assess Comprehension*

Have students complete Worksheet 2.

### *Across the Curriculum*

**Math** Show students the size of a bushel by displaying 8 gallons of something.

**Science** Classify farm animals according to their body covering or body structure.

### **English Language Learners**

Display photographs of the different farm animals and have them share the name of the animal in their native language.

# FYI For Your InFARMation

Summary  
of pages  
6-8

## In today's lesson, students will:

- Learn how food gets from farms grocery stores and restaurants
- Learn that meat provides our bodies with protein
- Learn about the different careers in agriculture
- Practice reading and completing charts and graphs

DAY 3

## Ohio State Standards

### Math

#### ▪ Data Analysis and Probability

**3.MD.B.**-Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

### Language Arts

#### ▪ Writing

**W.3.2**-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### ▪ Vocabulary

**RI.3.4**-Determine the meaning of general academic and domain-specific words and phrases in a text.

## Before Reading

### Assess Prior Knowledge

- What job do you want to have when you are older?
- What kinds of foods do our bodies need?

### Vocabulary

Write the vocabulary words on chart paper or chalkboard. Start a discussion about each of the words by asking the following questions:

- 1** An **input** is what you put into something. The **output** is what you produce. When you do your homework, the input is your effort and the output is your finished work. If you don't put in a lot of effort into your work, what will the output be?
- 2** **Labor** is work. Farmers put in a lot of labor on their farms. What types of labor do you put in at home?
- 3** **Protein** is very important for our bodies. Protein gives us energy and helps us grow. We can find protein in meat, eggs, and cheese. What types of food do you eat that give you protein?
- 5** It is important to take care of our **environment**, or the area around us. How can you take care of the environment?
- 6** **Recycling** is when trash is saved and reused to make something else. What are some things that can be recycled? Why is recycling important?
- 7** **Fertilizer** can be added to soil to make plants grow faster and healthier. Why is fertilizer important to farmers?
- 8** **Energy** powers our transportation, heats and cools our homes, and cooks our food. How can you save energy at your home?
- 9** **Non-renewable sources** such as coal cannot be replaced when they are used up while **renewable sources** like the sun can be used over and over again. Why do you think it is better for the environment to use renewable sources?



### *Start a Discussion*

- Describe some jobs people can have on a farm.
- How do you think food gets from farms to grocery stores and restaurants?

### *Build Comprehension*

- As you read through pages 6–8, point out the highlighted vocabulary words and review their meanings
- **Page 6**—Ask students how the illustrations on the page help them understand the information in the text.
- **Page 6**—Ask students what the three main inputs are for food production.
- **Page 7**—Discuss the meaning of the word protein. Ask students why protein is so important for our bodies. What would we be like if we didn't get protein?
- **Page 7**—Have students use the photographs on the page to help them think of foods rich in protein. Ask students to plan a lunch menu that would give them protein.
- **Page 8**—What are some ways farmers can use renewable energy?
- Ask students to look through the pages that you have discussed and explain some things they learned about from the captions.
- Have students write an essay about what they have learned. Enter the essays in a contest to win a free field trip to an Ohio farm. See guidelines and essay forms at **www.ForYourInFARmation.com**.

### *Extend Learning*

#### **Online sources**

- Request a free poster that explains how milk gets from the farm to the your table by calling 614.890.1800 or emailing [info@drink-milk.com](mailto:info@drink-milk.com)
- Bring science and agriculture to life with resources from the Ohio Soybean Council at <http://grownextgen.org/curriculum/>
- Learn about being a veterinarian at <http://ouohio.org/agriculture/videos/15/a-vets-life>

#### **Books**

*Century Farm* by Cris Peterson  
*Clarabelle, Making Milk and So Much More* by Cris Peterson  
*A Day in the Life of a Farmer* by Heather Adamson  
*Foods From the Farm* by Rebecca Weber  
*From Farms to You* by Paul McEvoy  
*Harvest Year* by Cris Peterson  
*Pigs an A-to-Z book* by Susan Anderson & JoAnne Buggiey  
*Working on a Farm* by Katie Marsico

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### *Assess Comprehension*

Have students complete Worksheet 3. Additionally, Worksheet 4 is an optional research worksheet on science careers.

### *Across the Curriculum*

**Math** Talk about how math is involved in each of the careers on page 6. Talk about the fact on page 7 (Cows produce 100 glasses of milk a day). How many cows would it take to make 800 glasses of milk?

**Health** Plan healthy meals with students.

**Science** Discuss other careers in science. Research some inventions that are used on farms.

#### **English Language Learners**

Bring in foods that contain protein.