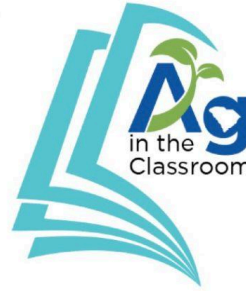




SPROUTS' MONTHLY BOOK



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August 2024 Monthly Book

Thank a Farmer

Written by: Maria Gianferrari

Illustrated by Monica Mikai

Grade Levels Suggested: K5-5th Grade

Lesson by: Allison Whiten, AITC Ambassador

Scan here for Lesson Slides!



Writing Lesson

Grade Level

- K-5
 - Scaffold support based on grade level and students' abilities. For younger students, make this lesson a shared writing. You can also provide sentence frames for students who need more support.

Time length of lesson

- 30 minutes to 1 Hour depending on grade level

Standards addressed

- **Kindergarten**
 - ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.
 - Form and use complete simple sentences. When writing:

- ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
- ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing. Indicator Insight: none
- ELA.C.6: Write independently and legibly for a variety of tasks and purposes.
- ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.
- **1st Grade**
 - ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
 - ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing. Indicator Insight: none
 - ELA.C.6: Write independently and legibly for a variety of tasks and purposes.
 - ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.
- **2nd Grade**
 - ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
 - ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
 - ELA.C.6: Write independently and legibly for a variety of tasks and purposes.
 - ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.
- **3rd Grade**
 - ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
 - ELA.3.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

- **4th Grade**

- ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
- ELA.4.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
- ELA.C.6: Write independently and legibly for a variety of tasks and purposes.
- ELA.4.C.6.1 Demonstrate fluent and legible cursive writing skills.

- **5th Grade**

- ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
- ELA.5.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
- ELA.C.6: Write independently and legibly for a variety of tasks and purposes.
- ELA.5.C.6.1 Demonstrate fluent and legible cursive writing skills.
-

Objective of the lesson

- I can improve my writing by planning, revising, editing my writing.
- I can build on personal ideas to strengthen my writing.
- I can use legible writing skills.

National Agricultural Literacy Outcomes:

- T3.K-2
 - b. Recognize that agriculture provides our most basic necessities: food, fiber (fabric or clothing), energy, and shelter
- T5.K-2
 - a. Discuss what a farmer does.
 - b. Explain why farming is important to communities
 - c. Identify places and methods of exchange for agricultural products in the local area
 - d. Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes

- e. Identify the people and careers involved from production to consumption of agricultural products
- f. Trace the sources of agricultural products (plant or animal) used daily
- T5.3-5
 - b. Discover that there are many jobs in agriculture
 - d. Explain the value of agriculture and how it is important in daily life

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Student devices

Social Studies Instructor procedure:

1. The teacher will review the I can statements.
2. The teacher will review the vocabulary.
3. The teacher will read the story Thank a Farmer
4. The teacher will tell the students they will write a thank you note to local farmers.
5. The teacher will explain the writing process to students.
 - a. Brainstorm
 - b. Rough Draft
 - c. Editing
 - d. Final copy
6. The teacher will explain the parts to include in the thank you note.
 - a. Parts to include:
 - i. Greeting
 - ii. Body
 1. Thank you sentence
 2. Expand on why you are thankful
 3. Personal note (ex.)
 - iii. Closing & signature
7. The teacher will model the writing process for students while making an example writing. The teacher will ask for student input throughout the example while modeling thinking

8. Students will brainstorm using the graphic organizer
 - a. Remind students to be specific concerning the things they are thankful for.
9. As students finish their graphic organizer they will begin to write their rough draft.
10. After students finish their rough draft they will revise their writing with a different color pen/pencil.
11. After revising their rough draft, students will trade writing with a peer for a peer review of their work. Students will edit peers' writing with a different color pen/pencil from the ones used previously.
12. As students finish the editing process they will conference with the teacher.
13. Once the teacher has approved their writing for the final copy the student will write their final copy on nicer paper.

Assessment:

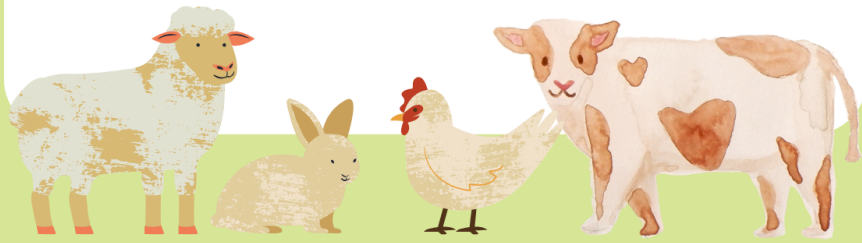
- **Assessments**
 - Informal:
 - Questioning throughout the story
 - Questioning based on students writing
 - Formal
 - Assess writing
- **Early finishers:**
 - Early finishers can add pictures to their thank-you notes.
 - Early finishers can continue to help peers edit their writings.
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

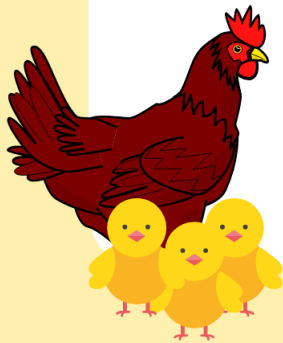
Additional resources which enhance the lesson:

- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIscyk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**
 - [Garden in a glove](#)
 - [My American Farm](#)
- **Ag Mags:**
 - [Wheat Ag Mag | American Farm Bureau Foundation for Agriculture](#)

- [Ag Today | National Agriculture in the Classroom](#)
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- **Resources:**
 - [Where Does Pizza Come From? | American Farm Bureau Foundation for Agriculture](#)
 - [5 Different Hats Farmers Wear | American Farm Bureau Foundation for Agriculture](#)
- **Books:**
 - [If It Weren't For Farmers](#) by Allan Fowler (optional)
 - [A Day in the Life of a Farmer](#)
 - [A Year on the Farm: with Casey & Friends](#)
 - [Farm](#)
 - [Farms Feed the World](#)
 - [How Many Hats Does a Farmer Wear?](#)
 - [Right This Very Minute: A table-to-farm book about food and farming](#)
 - [Thank a Farmer](#)
 - [The Day the Farmers Quit](#)
 - [Where Does Food Come From?](#)
- **Additional Lesson Plans:**
 - [Thank You Farmers | National Agriculture in the Classroom.](#)
 - [Thanksgiving for Farmers - Growing Minds](#)
 - [My Farm Web \(Grades K-2\) | National Agriculture in the Classroom](#)
 - [My Farm Web \(Grades 3-5\) | National Agriculture in the Classroom](#)
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [TOP COMMODITIES](#)
 - [Teacher Center | National Agriculture in the Classroom](#)
 - [Food & Farm Facts | South Carolina Farm Bureau](#)

A large white rectangular area with rounded corners, containing 15 horizontal brown lines for writing, set against a light green background.





References:

Benchmarks related to agricultural literacy and academic ... National Agricultural Literacy Outcomes. (n.d.).

<https://cdn.agclassroom.org/nat/data/get/NALObooklet.pdf>

Standards. South Carolina Department of Education. (n.d.).

<https://ed.sc.gov/instruction/standards/>

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