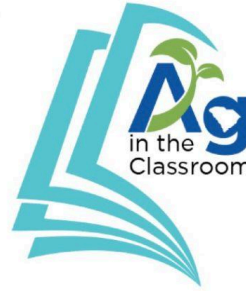




SPROUTS' MONTHLY BOOK



SC Farm Bureau
Ag in the Classroom
P.O. Box 754
Columbia, SC 29202
803.936.4237

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November 2024 Monthly Book

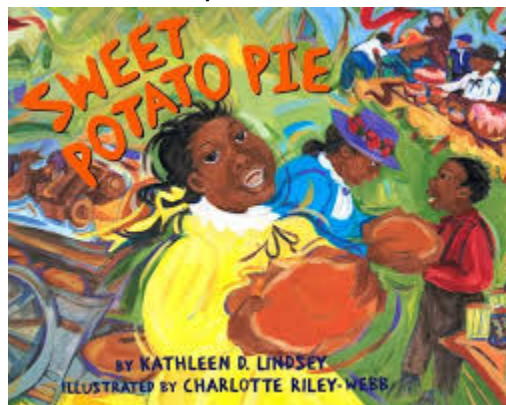
Sweet Potato Pie

Written by: Kathleen Lindsey

Illustrated by: Charlotte Riley-Webb

Grade Levels Suggested: 1&2

Lesson by: Allison Whiten



In this fictional story set in the South in the 1920s, an African American girl and her family sell Mama's sweet potato pies at the Harvest Celebration to raise money and save their farm.

The summer a great drought sweeps across the county, the only crop Sadie's family is able to save is the sweet potatoes. Money is tight, and if Papa doesn't pay back his loan soon, the bank will take away the farm.

Suddenly Mama comes up with an idea - sweet potato pies! The family can sell her pies at the Harvest Celebration that starts the very next day. There's not much time to get ready, but as Sadie and her brother enlist the cooperation of their old cow, squawking chickens, and half-blind goat, the family rises to the challenge. And in the end it's Sadie who comes up with just the right recipe for success.

Scan here for Lesson Slides!



ELA Lesson

Grade Level:

- 1st

Time length of the lesson:

- 1 hour

Standards Addressed:

- **1st**
 - ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.

Objective of the lesson:

- I can identify events that move the plot forward like problems and solutions.

National Agricultural Literacy Outcomes:

- **T1.K-2**
 - b. Describe the importance of soil and water in raising crops and livestock
 - c. Identify natural resources
 - d. Provide examples of how weather patterns affect plant and animal growth for food

- **T1.3-5**
 - b. Explain how the interaction of the sun, soil, water, and weather in plant and animal growth impacts agricultural production
 - e. Recognize the natural resources used in agricultural practices to produce food, feed, clothing, landscaping plants, and fuel (e.g., soil, water, air, plants, animals, and minerals)
- **T2.K-2**
 - e. Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper

Instructor procedure:

- The teacher will review the I can statement.
- The teacher will review vocabulary.
 - Drought-A period of time when there is not enough rain or snow, resulting in a lack of water
 - Problem-A clear problem or challenge that the main character needs to overcome
 - Solution-The way a character fixes or solves the main problem presented in the story
 - Crop-A plant or animal product that can be grown and harvested, or the yield of a harvested crop
 - Plot-The sequence of events that take place in a story, and is usually presented in a cause-and-effect pattern
 - Events-Something that happens in a story.
- The teacher will direct students to raise their hands when they hear a problem or solution in the story.
- The teacher will read *Sweet Potato Pie*
- The students will take 1 minute to think about a problem in the story.
- The students will take 5 minutes to share their problem with a peer and respond to a peer with a solution.
- The students will then share their problems and solutions with the class.

- The teacher will prompt students to think about how their problem and solution added to the story's plot and how the story would have been different without it.
- Students will complete the Sweet Potato Pie Problems & Solutions Worksheet.

Assessment:

- **Assessments**
 - Informal:
 - Think pair share
 - Raising hands through story
 - Formal
 - Sweet Potato Pie Problems & Solutions Worksheet
- **Early finishers:**
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Social Studies Lesson

Grade Level:

- 2nd

Time length of the lesson:

- 1 Hour

Standards Addressed:

- **2nd**
 - 2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects.
 - 2.H.3 Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.

Objective of the lesson:

- I can examine current or past events from U.S. history, and discuss the possible causes and effects.
- I can analyze patterns and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.

National Agricultural Literacy Outcomes:

- **T1.K-2**
 - b. Describe the importance of soil and water in raising crops and livestock
 - c. Identify natural resources
 - d. Provide examples of how weather patterns affect plant and animal growth for food
- **T1.3-5**
 - b. Explain how the interaction of the sun, soil, water, and weather in plant and animal growth impacts agricultural production
 - e. Recognize the natural resources used in agricultural practices to produce food, feed, clothing, landscaping plants, and fuel (e.g., soil, water, air, plants, animals, and minerals)
- **T2.K-2**
 - e. Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper

Instructor procedure:

- The teacher will review the I can statement.
- The teacher will review vocabulary.
 - Drought-A period of time when there is not enough rain or snow, resulting in a lack of water
 - Crop-A plant or animal product that can be grown and harvested, or the yield of a harvested crop
 - Cause-The reason for something happening, or the person, thing, event, or action that triggers a result
 - Effect-The outcome of an event or situation that causes a change.
 - Map-A drawing that shows the location of places and features on Earth's surface or other large areas.
 - Timeline- A tool that shows events in order, from oldest to newest, to help organize information:



- Oral histories-Oral history is the recording and interpretation of historical information based on the personal experiences of a speaker.
- The teacher will explain that the story is realistic fiction (that could have actually occurred to people or animals in a believable setting.) and the setting is in the 1920's.
- The teacher will read *Sweet Potato Pie*
- What was the cause of the drought?
- The class will collaborate to make a list of things that need water for 5 minutes (ex. crops, livestock, etc.)
- The teacher will ask students to talk to each other about how they think drought impacted agriculture and how that impacted families and the state for 1 minute.
- Students will share their thoughts with the class.
- The teacher will read the text from slide 13 or Page 7 on [Keystone Drought Events in South Carolina](#).
- On their sheet of paper, students will choose a specific crop or livestock and explain how the drought impacted the production of that aspect of agriculture. They will then explain how it changed the lives of those living in those times.
- To close, students will share the possible effects of the drought during the 1920s and its effects on the people living during that time.

Assessment:

- **Assessments**
 - Informal:
 - Think pair share
 - Exit ticket
 - Formal
 - Writing
- **Early finishers:**
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Additional resources which enhance the lesson:

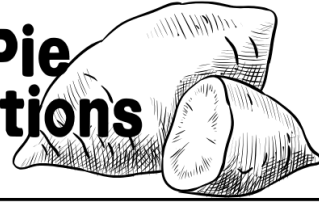
- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIsCyk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**

- [Growing Guide: Sweet Potatoes | Kids Gardening](#)
- [Sweet Potatoes - KidsGardening](#)
- **Ag Mags:**
 - [Sweetpotato Ag Mag | South Carolina Agriculture in the Classroom](#)
- **Resources:**
 -  Making It Grow - Sweet Potato Harvesting
 -  360 Video - Sweet Potato Harvest
- **Books:**
 -
- **Additional Lesson Plans:**
 - [Learning the Lifecycle of a Sweetpotato - North Carolina Farm Bureau](#)
 - [How to Grow a Monster Grades K-2, Agriculture Education](#)
 - [Let's Make It Digital: Parts of the Sweetpotato Plant Grades K-2](#)
 - [Ag in the Classroom | Going Local](#)
 -
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [TOP COMMODITIES](#)
 - [Teacher Center | National Agriculture in the Classroom](#)
 - [Food & Farm Facts | South Carolina Farm Bureau](#)

Resources:

Name: _____

Sweet Potato Pie Problems & Solutions



Problem	Solution	How did it move the plot forward?

References:

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

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

Keystone Drought Events in South Carolina. (n.d.).

<https://www.dnr.sc.gov/climate/sco/Publications/SCKeystoneDroughtEvents.pdf>

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

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

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