



# SPROUTS' MONTHLY BOOK



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## Month year Monthly Book

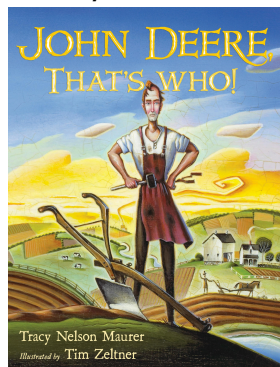
*John Deere, That's Who!*

Written by: Tracy Nelson Maurer

Illustrated by: Tim Zeltner

Grade Levels Suggested:

Lesson by: Allison Whiten



Back in the 1830s, who was a young blacksmith from Vermont, about to make his mark on American history? John Deere, that's who!

Who moved to Illinois, where farmers were struggling to plow through the thick, rich soil they called gumbo? Who tinkered and tweaked and tested until he invented a steel plow that sliced into the prairie easy as you please?

Long before the first tractor, who changed farming forever? John Deere, that's who!

Scan here for Lesson Slides!



**ELA Lesson**

**Grade Level:**

- K-1

**Time length of the lesson:**

- 1 hour

**Standards Addressed:**

- **Kindergarten**
  - ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.
- **First**
  - 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 main story elements such as events that move the plot forward such as cause and effect and problem and solution relationships.

**National Agricultural Literacy Outcomes:**

- **Early Elementary (Kindergarten - Grade 2)**
  - **T4.K-2**
    - b. Recognize and identify examples of simple tools and machines used in agricultural settings (e.g., levers, screws, pulley, wedge, auger, grinder, gears, etc.)
  - **T5.K-2**
    - 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

**Materials list:**

- Computer
- Projecting screen
- Pencil
- Paper

**Instructor procedure:**

- The teacher will review the I can statements.
- The teacher will review the vocabulary.
  - Story Elements: the parts that make up a story, including the characters, setting, plot.
  - Character: a person, animal, or creature in a story, movie, or play.
  - Events: something that happens, or might happen, especially something important.
  - Cause and Effect: means that one thing happens, which then makes something else happen.
  - Problem and Solution: when there is an issue or obstacle that needs to be fixed, and then a way to fix it is found.
- The teacher will ask students if they have faced problems in life.
- After students respond, the teacher will ask students if they have had to find a solution to the problem.
- The teacher will explain that *John Deere, That's Who!* Is written about a real person who found solutions to his problems just like farmers around the world.
- The teacher will read *John Deere, That's Who!*
- Throughout the lesson, the teacher will ask questions concerning the main story elements. Ex:
  - What was a cause and effect in this story?
  - What was his problem?
  - What was the solution?
  - Do you think farmers face problems like this in real life?
- The teacher will review sections of the story modeling finding examples and non-examples of problems and solutions in the story.
- Students will think, pair, and share about the possible problems and solutions in the story.

- Students will think for one minute about the possible problems and solutions in the story.
- Students will share with a peer for one minute about their thoughts.
- Students will write the problem and solution in the graphic organizer.
- The teacher will explain that problems and solutions contribute to the plot of the story.
- The students will share how the problems and solutions contribute to the plot of the story.
- The teacher will give students a sticky note and ask them to write why problems and solutions are important to a story as an exit ticket.

**Assessment:**

- **Assessments**



- Informal:
  - Graphic organizer
  - Exit ticket
- Formal
  - Problem and solution writing

- **Early finishers:**

- Early finishers will write a story with a new problem and/or solution to *John Deere, That's Who!*
- 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:**
  - <https://www.scfb.org/sites/default/files/AITC%20Volunteer%20Resources/John%20Deere%20That's%20Who.pdf>
  - <https://www.scfb.org/sites/default/files/AITC%20Volunteer%20Resources/Blacksmith%20for%20a%20Day.pdf>
- **Ag Mags:**

- [FINAL SC Soybean Ag Mag](#)
- [FINAL SC Dairy Ag Mag](#)
- **Resources:**
  - [South Carolina Commodities Map](#)
  - ["John Deere That's Who!" Educator's Guide | American Farm Bureau Foundation for Agriculture](#)
  - [John Deere Kids | Activity Books](#)
- **Books:**
  - [Books | Shop.Deere.com](#)
- **Additional Lesson Plans:**
  - [John Deere, That's Who! | National Agriculture in the Classroom](#)
  - [John Deere, That's Who! | Minnesota Agriculture in the Classroom](#)
  - [Machines and People](#)
  - [Machines in Agriculture](#)
  - [Think in Pictures: Like Dr. Grandin \(Grades 3-5\)](#)
  - [High-Tech Farming \(Grades 3-5\)](#)
  - [Machines on the Farm](#)
  -  [November 2024 Monthly Book](#)
  -  [February 2025 Monthly Book](#)
  - [Inventors John Deere and Cyrus McCormick](#)
  - [Washington 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](#)

**Resources:**

NAME: \_\_\_\_\_

# JOHN DEERE PROBLEMS & SOLUTIONS!



PROBLEM:



SOLUTION:

HOW DOES IT CONTRIBUTE TO THE PLOT?

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NAME: \_\_\_\_\_

# JOHN DEERE PROBLEMS & SOLUTIONS!



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**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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