

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 1.22

Grid Game

Unit:
FIELD TO FORK

PRECEPTS

H. Social Growth

H1. Acknowledge that differences exist among people



Lesson Type:
Small Group

NATIONAL STANDARDS

CS.02.02.01.a. Discover the different cultures that exist in one's community.

NL-ENG.K-12.12 – Applying Language Skills

NS.K-4.1 Science as Inquiry

NS.K-4.3 Life Science

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Match words related to agriculture to specified characteristics.





TIME

Instruction time for this lesson: **30 minutes**.



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES



Tape



Bean Bag

KEY TERMS



The following terms are presented in this lesson and appear in ***bold italics***:

Livestock

Crops

Machinery



CONTENT OUTLINE

- I. Interest approach
 - A. Draw farm scenes
 - B. Gallery walk
- II. Define ***livestock***, ***crops*** and ***machinery***
 - A. ***Livestock***: cattle, pigs, sheep, goats, horses, chickens
 - B. ***Crops***: cotton, corn, milo, wheat, soybeans
 - C. ***Machinery***: tractors, combines, trucks, plows
- III. Play grid game

INTEREST APPROACH

To prepare for Objective 1, create a grid on a large piece of paper or on the floor with masking tape, like the example on PALS1.22.SG.TM.A.

Break students into a couple of groups of three to four students. Give each group a large piece of paper and markers. They will be creating farm scenes.



It's great to see everyone today! Let's pretend that instead of a classroom today we are right in the middle of a farm! Close your eyes and imagine all the animals that are on a farm. Now imagine what food you might find on a farm? Look around a little more and see what kinds of farm machines are being used.

Now open your eyes! Let's work together as small groups to draw out the scene we just visualized. We will draw out what our farms looked like using these markers and these big pieces of paper.

Give students about seven minutes to draw their farm scenes. Then have them do a gallery walk to check out the other groups' farm scenes.



Wrap up drawing your farm pictures! Let's hang them on the wall so that we can get a good look at them all. Once they are all posted we will start looking for **livestock**, **crops** and **machinery**!

Everyone stand up! When you hear EXPLORE, you will take a quick look around the room to see everybody's farm picture. Try to find things you think are **livestock**, **crops** or **machinery**.

EXPLORE!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Match words related to agriculture to specified characteristics.



Discuss the difference between **livestock**, **crops** and **machinery**.



We just finished exploring all the farm pictures! Raise your hand if you saw something that would be called **livestock**. What did you see? That's right; usually the animals like cows, pigs and sheep would be called **livestock**.



Raise your hand if you saw a crop? What would be an example of a crop? That's right! Plants such as corn, wheat or even beans would be called **crops**.

Raise your hand if you saw **machinery** on the farms. What did you see? We would see many different things, such as tractors, combines that cut the **crops** and even plows; those are what you'd call farm **machinery**. Even though **machinery**, **crops** and **livestock** are all unique and serve different purposes on the farm, they are needed and useful. Just like each of us in this class are different, we each play an important role.

Have the grid taped out or chalked out on the floor. You could also use a large sheet of paper. The grid should have five columns and five rows. Each square should be about six inches across. Each column will have characteristics of farms, and each row will have adjectives of farms.



Let's play a game! We will use this grid and the bean bag to help play the game. I'll show you how to play. Standing behind this line, I will toss the bean bag onto the grid.

If the bag falls on a square marked "has wings" and "yellow," the student has to name something that is yellow and has wings. An example would be a chick.



Look, it landed on a square that says yellow and has wings. What is yellow and has wings that can be found on a farm?



Who will play first?

Give all students a chance to play.



REVIEW / SUMMARY

Briefly review the key terms of livestock, crops and machinery. They will tell a partner.



Great job today! Let's see if we can remember what **livestock**, **crops** and **machinery** are on farms.

When I count to three, you will turn to a partner and give them an example of **livestock**. OK. Now tell them an example of a crop! Last but definitely not least, tell them an example of farm **machinery**.

1, 2, 3!

APPLICATION



Large Group Idea

Divide class into three groups. Have them create posters of all the things we get from livestock, crops and types of machinery.



One-on-One Idea

Go to a farm and collect eggs or learn how to milk a cow.



PALS1.22.SG.ASSESS.A | EVALUATION ANSWER KEY

Look at PALS1.22.SG.TM.A for possible answers when playing the grid game.

PALS1.22.SG.TM.A

Directions: Lay out your grid like this. Do NOT write in the middle. Write only the titles that are BOLD. The inside is possible answers they would give.

	Uses wheels	Lays Eggs	Gives Milk	Walks on four legs	Has seeds
Black and White	<i>Tractors</i>	<i>Chickens</i>	<i>Dairy cow</i>	<i>Goat, Pig</i>	<i>Cotton</i>
Fluffy	<i>X</i>	<i>Chickens</i>	<i>Sheep, Cows, Goats</i>	<i>Sheep, Cows, Goats</i>	<i>Cotton, Milo</i>
Yellow	<i>Tractor, Combine, Truck</i>	<i>Chicken, Duck</i>	<i>Cow</i>	<i>Cow</i>	<i>Corn, soybeans</i>
Can eat	<i>X</i>	<i>Chicken, Duck, Quail</i>	<i>Cow, Sheep, Goats</i>	<i>Cow, Pig, Goat,</i>	<i>Wheat, Corn, Milo, soybeans, garden veggies</i>
Can ride	<i>Tractor, Combine, Truck</i>	<i>X</i>	<i>Cow</i>	<i>Horse, Pony, Cow, Donkey, Sheep</i>	<i>X</i>