

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 1.23

"A" is for Agriculture

Unit:
FIELD TO FORK

PRECEPTS

A. Action

- A1. Work independently and in group settings to get things done



Lesson Type:
Small Group

NATIONAL STANDARDS

CS.01.01.01.c. Work independently and in group settings to accomplish a task.
NL-ENG.K-12.12 – Applying Language Skills
NL-ENG.K-12.5 – Communication Strategies
NS.K-4.1 Science as Inquiry

STUDENT LEARNING OBJECTIVES

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

- Define **agriculture**.
- List one **agriculture**-related word beginning with each letter of the alphabet.





TIME

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



RESOURCES

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



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Computer paper
- ✓ Poster paper
- ✓ Crayons
- ✓ Tacks or tape

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:
Agriculture



CONTENT OUTLINE

- I. Define ***agriculture***:
 - A. ***Agriculture***: The production of food and fiber and management of natural resources.
- II. ***Agriculture*** scavenger hunt

INTEREST APPROACH

Picasso e-Moment®

Give each student a piece of computer paper and some crayons. They will be defining **agriculture** by creating a picture that represents **agriculture**.



We are going to start off today by becoming artists! We have to turn this room into an art gallery. There is only one catch. All the art that we create has to represent **agriculture**.

Before we get started let's talk about **agriculture**. What are some things that represent **agriculture**?

*Try to get them to think not only about food and farms, but also about the fiber and natural resources aspect of **agriculture**, such as clothes and wildlife.*



Great ideas! On that same track of thought, use the provided materials to draw some of these items. Do your best to sketch as many items related to **agriculture** as you can in the next five minutes. What can I clarify?

Give them approximately five minutes to finish. Give them tacks or tape to hang their work or arrange the work on their desks so it can be galleried.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Define **agriculture**.



*Complete a gallery walk of all the artwork and then discuss the definition of **agriculture**.*



As I was walking around the art gallery, I noticed some great depictions of **agriculture**! When you hear ART TIME, get out of your seats and take a stroll through our **agriculture** art gallery. You will have one minute to view the art and then get back to your seat.

ART TIME!

Wrap up their gallery walk and define the word **agriculture**.

Raise your hand if you saw a really cool piece of art. Who will share something that they saw?



There are three main areas that **agriculture** deals with: food, fiber and natural resources. You are all probably really familiar with the food area. What are some things that are related to **agriculture** in the food area?

Answers will vary. Apples, bread, steak, etc.



What do you think would fit into the fibers category?

Things like cotton and building materials.



Lastly, **agriculture** deals with natural resources. What are examples of natural resources?

Soil, water, minerals, forests, wildlife.



Now that we know what **agriculture** is, let's see if we can put this knowledge to the test!

OBJECTIVE 2. | List one **agriculture**-related word beginning with each letter of the alphabet.



Give each group a large poster and some crayons. Have them write out the alphabet on one side of the poster. In a group of four to five students, have them draw a picture of an item that is related to **agriculture** for each letter of the alphabet.



We are going to play **agriculture** alphabet! On the left side of your poster, write out the alphabet going down the poster. Look up at my poster to see how to do it.

Next, we are going to draw a picture of an item beginning with that letter that also related to **agriculture**. Let's do A together!

What are some **agriculture** things that begin with the letter A?

Apple, alfalfa hay, asparagus, etc.



Now let's draw a picture of one of those items on our poster by the letter A.



If you are having trouble thinking of an item, just look around the room. You will be very surprised about how many things in this room are related to **agriculture**. It is important to work as a group and use everyone's ideas.

Give students 15-20 minutes to complete their posters.



REVIEW / SUMMARY



Crayon e-Moment®

Let's take a look at our posters. Which things on our posters represent the food part of **agriculture**? Circle all the letters that represent food in red.

Which parts represent the fiber part of **agriculture**? Circle all the letters that represent fiber in blue.

Finally, which parts represent the natural resource aspect of **agriculture**? Circle all the letters that represent natural resources in green.

APPLICATION



Large Group Idea

Break the class into three groups. Assign each group one of the three areas of **agriculture**. Have each group do the alphabet activity using only food, only fiber or only natural resources.



One-on-One Idea

Take your PALS on an alphabet walk. Walk around the school and outside, collecting items that go for each letter of the alphabet.