

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.moomilk.com/tour.htm

On this site, students can take a virtual tour called "The Story of Milk." Pictures of cows and the steps in the process of milk production are accompanied by information about what food is eaten by cows, how cows are milked and the ways that cows' milk is transported.

- ext.vt.edu/resources/4h/virtualfarm/main.html

The "4-H Virtual Farm" site enables students to discover information about farming. Students can choose to make a virtual visit to a wheat, poultry, dairy, beef or fish farm. On these farms, they can meet actual farmers, learn vocabulary specific to that farm and find out more about the work that takes place on the farm.

- www.sheepusa.org/fkids.htm

The American Sheep Industry Association presents this Web site called "Just for Kids," where students can learn facts about lambs, sheep and the wool they produce. Activities are also provided, like connect the dots, word searches and coloring pages. A sequencing activity that involves making wool into yarn is also provided.

Suggested Print Resources

- Ailiki. *Milk: From Cow to Carton, revised ed.* HarperCollins Children's, New York, NY; 1992.
- Gibbons, Gail. *Farming.* Holiday House, New York, NY; 1988.
- Kalman, Bobbie. *Hooray for Sheep Farming!* and *Hooray for Dairy Farming!* Crabtree Publishing Company, New York, NY; 1998.
- L'Hommedieu, Arthur John. *From Plant to Blue Jeans.* Children's Press, Danbury, CT; 1997.
- Older, Jules. *Cow.* Charlesbridge, Watertown, MA; 1997.

TEACHER'S GUIDE CONSULTANT

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TITLES

- FROM FARM TO TABLE
- GROWING OUR FOOD
- WHAT IS AGRICULTURE?
- WHERE FOOD IS GROWN

Teacher's Guides Included
and Available Online at:

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What is Agriculture?

Grades K–2

Milk from cows, sweaters from sheep's wool, houses from timber — these are some of the products of agriculture that we encounter in our lives everyday! Because these products are essential, we need to address an important question with our students: What is agriculture? Agriculture, the growing of crops and raising of livestock, provides us with food, clothing and shelter. In this program, students follow along as children visit different types of farms to learn about the products of agriculture and the role that agriculture plays in our lives.

Pre-viewing Discussion

To enhance your students' learning, it is important to build upon their prior knowledge. Engage your class in a brainstorming activity to determine the prior knowledge that students have about agriculture. As you record their ideas on chart paper, encourage students to share their thoughts with the class. Use the following questions to help students access their preexisting ideas about agriculture:

- What is a farm?
- What happens on a farm? What animals live on a farm?
- Where does food like milk and eggs come from?
- Where do our clothes and homes come from?

Vocabulary

To prepare students for viewing the show, review these vocabulary words. They are listed in the order in which they appear in the video.

farm — A place where plants and animals are raised for food, clothing and shelter.

agriculture — The way people grow plants and raise animals to give us food to eat, clothes to wear and places to live.

dairy farm — A place where cows are raised for their milk.

udder — The part of a cow's body that hangs below its belly. The udder is like a large bag for holding milk.

hens — Chickens that lay eggs.

beef cattle — Cows that are raised for meat.

poultry — Birds like chickens and turkeys that are raised for meat.

crops — Plants that are raised for food.

harvest — When crops are gathered by the farmer after they are fully grown.

orchard — A group of trees that grow a certain kind of fruit or nut.

blossom — A flower that grows on a plant.

wool — A special name for the kind of hair that grows on sheep. After it is cut from the sheep, wool can be used to make clothing.

shear — To cut wool from a sheep.

sheep shearer — A person who cuts wool from a sheep.

cotton — A soft, white material that is grown on a cotton plant.

cotton fibers — Strings or threads from the white, fluffy part of the cotton plant that can be woven together to make clothing.

bales — Large packages. Cotton is often put in bales to carry it from place to place.

shelter — A place to live that gives protection and cover from the weather outside. A house is a kind of shelter.

timber — Trees grown for wood.

mill — A special factory where wood is cut into lumber.

lumber — Wood that comes from trees that can be used for building homes.

Follow-up Discussion

After viewing the program with your class, review the information students provided about agriculture before watching the show. Help students to determine the accuracy of these ideas based on information that they gained from watching the program. If incorrect information was recorded during the brainstorming session, it should be revised accordingly, based on the new information. Students can also generate a list of new ideas and concepts that they learned from the show. You can use the following questions to help stimulate this class discussion:

- Why is farming important to people?
- What are some of the things that we get from farms?
- What are some of the jobs that farmers do?
- What is one thing you learned about farming that you didn't know before?

Follow-up Activities

- Share the story by Bertram T. Knight called *From Cow to Ice Cream* (Children's Press, 1997). Now your class is ready to make some yummy ice cream to eat! See hps.k12.mi.us/~stheast/easyicecream.html for an easy recipe that kids can make in a can or a bag. Encourage the students in your class to be involved by reading the recipe and measuring the ingredients. Enjoy!
- Make a class visit to a local farm, or invite a farmer into your classroom for a visit. Take lots of pictures throughout the event to make a special book for the class library. Students can write or dictate their thoughts as captions for the pictures.
- In small groups, students can create murals of different types of farms, like dairy, egg or sheep farms. These murals should include illustrations of the animals that live on the farm and the processes that take place there (i.e. milking, shearing).
- Collect pictures from magazines of products from the world of agriculture. Laminate them and make a sorting game. Students can determine if the pictures should be placed in the category of food, clothing or shelter.
- The dramatic play area of your classroom can be transformed into a farm! Include stuffed animals, plastic eggs, a stool for cow milking and other farming items.
- Create a matching game for your class. Students can match pictures of agricultural products with where they came from (i.e. wool sweater and sheep, chicken and egg, milk and cow).
- In your block area, be sure to include miniature farmers, farm animals and equipment to encourage students to build farms.
- Laminate pictures or drawings of the steps of farming processes, such as shearing, milking and egg laying. Students can sequence these images in the proper order.
- Transform your water table or playground area into a milking parlor! Fill latex gloves with water, and prick a tiny hole in a finger with a pin. Students can milk these "cows" to get a sense of what milking a real cow might feel like.