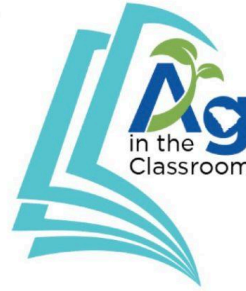




SPROUTS' MONTHLY BOOK



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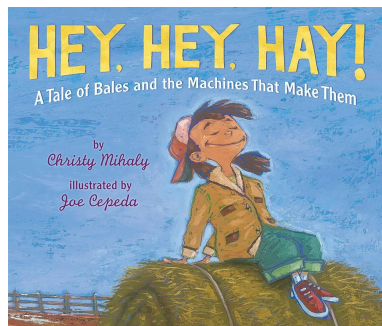
May 2024 Monthly Book

Hey, Hey, Hay!

Written by: Christy Mihaly

Grade Levels Suggested:

Lesson by: Allison Whiten, AITC Ambassador



A joyful rhyming story about a girl and her mother and the machines they use on their family farm to make hay.

Mower blades slice through the grass. A new row falls with every pass. Next we spread the grass to dry. The tedder makes those grasses fly!

A girl tells the tale of making hay as Mom uses a mower for mowing grass, then a tedder for aerating the grass, and eventually a baler. Told in rhyme and illustrated with fabulous art by JOE CEPEDA, each part of the process is a celebration of summer, farming, and the mother-daughter relationship.

Scan here for Lesson Slides!



ELA Lesson

Grade Levels

- K-1

Time length of lesson

- 45 minutes

Standards addressed

- K:
 - 9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.
- 1:
 - 9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.

Objective of the lesson

- I can identify and explain rhyme.

National Agricultural Literacy Outcomes:

- Early Elementary (Kindergarten - Grade 2) T1.K-2
 - a. Describe how farmers/ranchers use land to grow crops and support livestock
- Early Elementary (Kindergarten - Grade 2) T2.K-2
 - a. Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop
 - c. Identify examples of feed/food products eaten by animals and people
- Early Elementary (Kindergarten - Grade 2) T5.K-2
 - d. Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Rhyming game

Vocabulary:

- Bale: A bundle of hay, which may be round or square.
- Baler: A machine that rolls or packs the loose dried hay into neat packages for storage.
- Hay: Grass, clover, alfalfa, and similar green plants, that have been cut and dried to be used to feed animals such as cows, horses, sheep, and goats.
- Hay Rake: A tool that gathers cut hay into long windrows.
- Mower: A machine that cuts grass. The farm mower is an extra large mower.
- Switchel: A drink, sometimes called “haymakers punch” traditionally made for thirsty workers at haying time.
- Tedder: A machine that picks up and spreads out hay so it dries quickly and evenly.
- Tractor: A strong, big-wheeled vehicle used on farms to pull attachments (mowers, tedders, rakes, balers, etc.) and to lift and move things (like hay bales).
- Windrows: long piles of hay in the field ready to be baled.
- Rhyme: have or end with a sound that corresponds to another.

ELA Instructor procedure:

1. The teacher will review the I can statement.
2. The teacher will review the vocabulary.
3. The teacher will explain that words rhyme when they have an ending that sounds alike.
4. The teacher will read *Hey, Hey, Hay!*
5. As the teacher reads the students will give a thumbs up if they hear a rhyme in the story.
6. The teacher will show the students pages from the book on the slides.
7. The teacher will model highlighting the rhyming words in the passage.
8. The students will underline the rhyming words on the board.
9. The students will play a rhyming matching game with a partner.
10. The students will complete a matching page independently.
11. To close, the teacher will give a word and students will respond with a rhyme.
 - a. Bale
 - b. Hay

- c. Chair
- d. Hat
- e. Sun
- f. Mow

Assessment:

- **Assessments**
 - Informal:
 - Questioning through the story
 - Underlining rhyming words
 - Partner Rhyming game
 - Formal:
 - Rhyming sheet
- **Early finishers:**
 -
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Science Lesson

Grade Level

- K

Time length of lesson

- 45 minutes

Standards addressed

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive

Objective of the lesson

- I can explain what animals need to survive.

National Agricultural Literacy Outcomes:

- Early Elementary (Kindergarten - Grade 2) T1.K-2
 - a. Describe how farmers/ranchers use land to grow crops and support livestock
- Early Elementary (Kindergarten - Grade 2) T2.K-2
 - a. Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop
 - c. Identify examples of feed/food products eaten by animals and people

- Early Elementary (Kindergarten – Grade 2) T5.K-2
 - d. Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Poster paper
- Markers
- Student devices

Vocabulary:

- Bale: A bundle of hay, which may be round or square.
- Baler: A machine that rolls or packs the loose dried hay into neat packages for storage.
- Hay: Grass, clover, alfalfa, and similar green plants, that have been cut and dried to be used to feed animals such as cows, horses, sheep, and goats.
- Hay Rake: A tool that gathers cut hay into long windrows.
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- Switchel: A drink, sometimes called “haymakers punch” traditionally made for thirsty workers at haying time.
- Tedder: A machine that picks up and spreads out hay so it dries quickly and evenly.
- Tractor: A strong, big-wheeled vehicle used on farms to pull attachments (mowers, tedders, rakes, balers, etc.) and to lift and move things (like hay bales).
- Windrows: long piles of hay in the field ready to be baled.

Science Instructor procedure:

1. The teacher will review the I can statements.
2. The teacher will review the vocabulary.
3. The teacher will ask students to raise their hand if they have seen hay before.
4. The teacher will ask students to think pair share to communicate with peers about their knowledge of hay and what it is used for.

5. The class will begin a KWL chart on the topic of hay.
6. The teacher will read The teacher will read the story.
7. The class will work to add more to their KWL chart.
 - a. The teacher will have students work collaboratively to circle the needs of the animals on the KWL chart.
8. The class will read the Ag facts from https://oklahoma.agclassroom.org/resources_facts/agfacts_hay/ and continue to edit the KWL chart.
 - a. The teacher will have students work collaboratively to circle the needs of the animals on the KWL chart.
9. The teacher will prompt the students to think about how grass grows in the winter.
 - a. The teacher will ask students to think about what farmers do in the summer when the hay dies back.
10. The teacher will show the following video <https://www.youtube.com/watch?v=VYqrnQvqLOk>
11. The student will draw a picture and write about what farm animals need and how hay is important.
12. To close, the teacher will ask students:
 - a. How hay is made?
 - b. Why is it important?
 - c. Do we need hay?

Assessment:

- **Assessments**
 - Informal:
 - Questioning
 - KWL Chart
 - Formal
 - Hay drawing/writing

Additional resources which enhance the lesson:

- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIsCYk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**

- [My American Farm](#)
- **Stories:**
 - <https://www.agfoundation.org/files/AFBFA-AgLit-MAF-191015-Hay-WhatRUDoing2NiteEcomomic.pdf>
- **Additional Lesson Plans:**
 - <https://cdn.agclassroom.org/ok/lessons/hay/hundreds.pdf>
 - <https://cdn.agclassroom.org/ok/lessons/hay/hayread.pdf>
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [TOP COMMODITIES](#)
- [Teacher Center | National Agriculture in the Classroom](#)
- https://www.agfoundation.org/files/AgFoundation_2023_ResourceGuide_FINAL_LR.pdf

Attachments:

Rhyming Game



References:

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

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

Debra Spielmaker, A. and Y. M. G. (n.d.-b). *State Agricultural Facts: National Agriculture in the classroom*. State Agricultural Facts | National Agriculture in the Classroom. <https://agclassroom.org/teacher/agfacts/>

Emily Ague, A. and Y. M. G. (n.d.). *Alfalfa, Hay and silage: Oklahoma Agriculture in the classroom*. Alfalfa, Hay and Silage | Oklahoma Agriculture in the Classroom.

https://oklahoma.agclassroom.org/lessons/topic_hay/

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

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