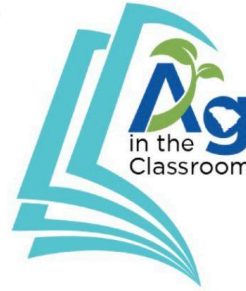




SPROUTS' MONTHLY BOOK



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 SC Ag in the Classroom
 scagintheclassroom
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October 2024 Monthly Book

SO YOU WANT TO GROW A PIZZA?

Written by: Bridget Heos

Illustrated by: Daniele Fabbri

Grade Levels Suggested: Kindergarten & Fifth

Lesson by: Allison Whiten



Scan here for Lesson Slides!



Science Lesson

Grade Level:

- Kindergarten

Time length of the lesson:

- 1 hour

Standards Addressed:

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

Objective of the lesson:

- I can use observations to describe patterns of what plants and animals need to survive.
- I can use a model to represent the relationship between the needs of different plants or animals and the places they live.

National Agricultural Literacy Outcomes:

- **T1.K-2**
 - a. Describe how farmers/ranchers use land to grow crops and support livestock
 - b. Describe the importance of soil and water in raising crops and livestock
 - c. Identify natural resources

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Anchor chart paper
- Board
- Plant Needs Worksheet

Instructor procedure:

- The teacher will review the I can statements
- The teacher will review the vocabulary:
 - Plant-A plant is a living thing that grows in the earth and has a stem, leaves, and roots.
 - Animal-a particular kind of living organism, one that can move voluntarily and can find and digest food.

- Crop—a cultivated plant that is grown as food, especially a grain, fruit, or vegetable.
- Livestock— domesticated animals raised in an agricultural setting in order to provide labor and produce diversified products for consumption such as meat, eggs, milk, fur, leather, and wool.
- Needs—something required for a safe, stable and healthy life (e.g. air, water, food, land, shelter)
- The teacher will read *SO YOU WANT TO GROW A PIZZA?*
 - As the teacher reads they will ask questions pertaining to the needs of the plants and animals in the book.
- The teacher will explain the needs of plants and animals.
- The teacher will model determining the needs of students on the board.
 - The teacher will write student needs on the board.
 - The teacher will model both correct and incorrect thinking. (Ex. “I think that students need candy. Is that true? Is that something they need to live?)
- The students will watch the [video](#) and share when they hear a need of the pigs. The teacher will write the needs of the pigs on a board or on anchor chart paper.
- The teacher will debrief with the students and allow them to talk about the needs of the pigs.
- The students will complete the plant needs worksheet independently.
 - Students will cut out the images and glue to needs to the paper.
- Early finishers can draw a picture of crops or livestock and write or draw their needs.
- The teacher will ask students who addresses the needs of the crops and livestock and how to address these needs.

Assessment:

- **Assessments**
 - Informal:
 - Questioning throughout book
 - Sharing needs of pigs
 - Formal
 - Plant Needs Worksheet
- **Early finishers:**

- Early finishers can draw a picture of crops or livestock and write or draw their needs.
- Early finishers will use the [Ag in the Bitmoji Classroom](#)

Science Lesson

Grade Level:

- 5th

Time length of the lesson:

- 1 hour

Standards Addressed:

- **Fifth**
 - 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
 - 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Objective of the lesson:

- I can use models to describe that energy in animals' food was once energy from the sun.
- I can develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

National Agricultural Literacy Outcomes:

- TL3-5
 - b. Explain how the interaction of the sun, soil, water, and weather in plant and animal growth impacts agricultural production

Materials list:

- Computer
- Projecting screen
- Pencil
- Paper
- Poster board/ white paper
- Colored pencils/ crayons/ markers
- [Ingredients in a Pizza—Where Do They Come From?](#)

Instructor procedure:

- The teacher will review the I can statements
- The teacher will review the vocabulary:

- Energy–power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.
 - Crop–a cultivated plant that is grown as food, especially a grain, fruit, or vegetable.
 - Livestock– domesticated animals raised in an agricultural setting in order to provide labor and produce diversified products for consumption such as meat, eggs, milk, fur, leather, and wool.
- The teacher will read *SO YOU WANT TO GROW A PIZZA?*
 - As the teacher reads they will ask questions pertaining to the movement of energy through the plants and animals in the book.
- The teacher will model creating an ingredients energy model with oregano.
- The teacher will group students based on the following ingredients.
 - Tomato Sauce
 - Cheese
 - Peperoni
 - Crust
- The teacher will review directions and rubric for the ingredients energy model
 - Identify the main crop/livestock that the ingredient comes from.
 - As a group, determine the energy cycle of the plant (research if needed).
 - Develop a rough draft.
 - Revise your rough draft.
 - Put your ingredient energy model on a piece of paper for the final copy
- The teacher will distribute the following PDF to students to read in order to determine where their ingredient comes from
 - [Ingredients in a Pizza—Where Do They Come From?](#)
- The students will read the PDF and highlight words and sentences that provide information as to the movement of energy.
- The students will then follow the teachers directions to complete the ingredient energy model.

- When students are finished they can read [Where Does Pizza Come From? | American Farm Bureau Foundation for Agriculture](#) or use the [Ag in the Bitmoji Classroom](#).
- To close, the teacher will ask students to complete an exit ticket.
 - Students will draw a energy model of a hamburger (beginning at a cow)

Assessment:

- **Assessments**
 - Informal:
 - Questioning while reading
 - Formal
 - Ingredients energy model
- **Early finishers:**
 - Early finishers will read [Where Does Pizza Come From? | American Farm Bureau Foundation for Agriculture](#)
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Additional resources that enhance the lesson:

- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIscyk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**
 - [At Home Learning Feb 15 | American Farm Bureau Foundation for Agriculture](#)
 - [Load the Lunchbox | Math Game on My American Farm](#)
 - [Pizza Starts on the Farm](#)
 - Grow your own pizza!
 - Get seeds, cups, soil, and water.
 - Let students plant their own pizza in their cups!
- **Ag Mags:**
 - [Pizza Ag Mag | American Farm Bureau Foundation for Agriculture](#)
 - [Pizza Ag Mag Mini | American Farm Bureau Foundation for Agriculture](#)

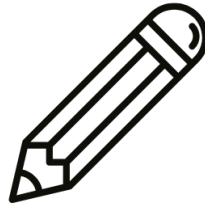
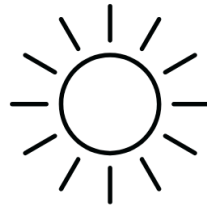
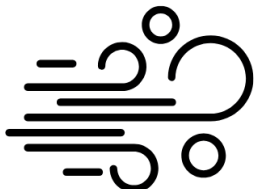
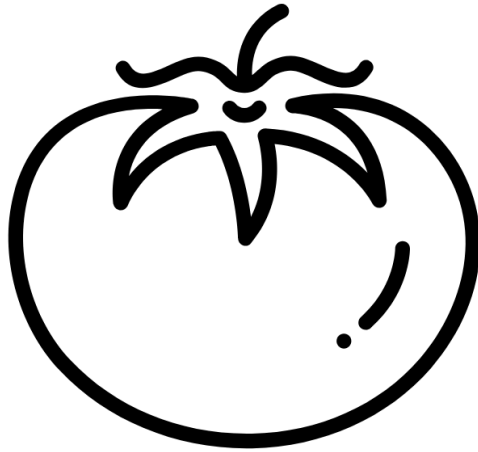
- [Pork Ag Mag | National Agriculture in the Classroom](#)
- **Resources:**
 - [Where Does Pizza Come From? | American Farm Bureau Foundation for Agriculture](#)
 - [National Pork Board](#)
- **Books:**
 - [Pizza Counting](#)
 - [Pizza Day](#)
 - [Teaching Winter Wheat | American Farm Bureau Foundation for Agriculture](#)
- **Additional Lesson Plans:**
 - [Pizza Time! | National Agriculture in the Classroom](#)
 - [Farm-to-Pizza lesson plan - MSU Extension](#)
 - [Pigs on the Farm \(Grades K-2\) | National Agriculture in the Classroom](#)
 - [Pigs on the Farm \(Grades 3-5\) | National 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:

Plant Needs Worksheet:

Name: _____

Plant Needs



Rubric:

| | | |
|-------------------------------------|---|----|
| Crop/Livestock of ingredient listed | The student has identified the crop or livestock that the ingredient is derived from | /5 |
| Energy Cycle is correct | The energy cycle shows the process of energy from the original crop or livestock to the consumer. The cycle includes that the ingredient was used in a pizza. | /5 |
| Rough Draft | Rough draft is provided and corrections are shown on the rough draft | /5 |
| Presentation | The poster is neat, colorful, uses illustrations and shows best effort. | /5 |
| Total: /20 | | |

References:

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

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

Ingredients in a pizza—where do they come from? (n.d.).

https://cdn.agclassroom.org/media/uploads/2015/05/15/Ingredients-Where_Do_They_Come_From.pdf

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

<https://ed.sc.gov/instruction/standards/>

Where does pizza come from?. American Farm Bureau Foundation for Agriculture. (n.d.).

<https://www.agfoundation.org/news/where-does-pizza-come-from>

YouTube. (n.d.). *A Field Trip to Ohio Pig Farms and Farm Song.* YouTube.

https://www.youtube.com/watch?v=rAw7Fs_IAW4

