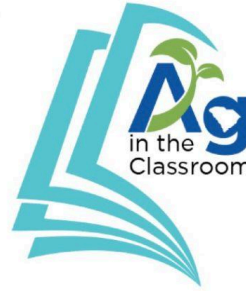




SPROUTS' MONTHLY BOOK



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September 2024 Monthly Book

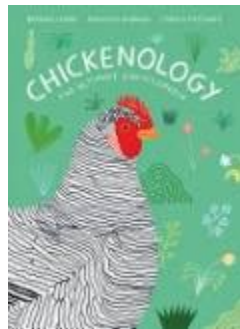
Chickenology: The Ultimate Encyclopedia (The Farm Animal Series)

Written by: Barbara Sandri & Francesco Giubbinini

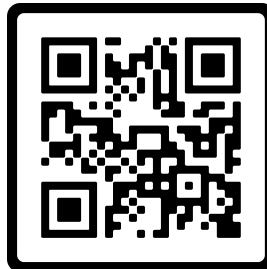
Illustrated by: Camilla Pintonato

Grade Levels Suggested: K-5

Lesson by: Allison Whiten



Scan here for Lesson Slides!



Reading Lesson

Grade Level:

- K-5th grade
 - Text features are addressed in grades Kindergarten through 5th. Scaffold the information based on the grade level needed.

Time length of the lesson:

- 1 hour

Standards Addressed:

- K:
 - ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.
- 1:
 - ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.
- 2:
 - ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence
- 3:
 - ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.
- 4:
 - ELA.4.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.

Objective of the lesson:

- I can identify text features and explain how they contribute to the meaning of an informational text.

National Agricultural Literacy Outcomes:

- 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

- b. Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs)
- c. Identify examples of feed/food products eaten by animals and people
- f. Identify the types of plants and animals found on farms and compare with plants and animals found in wild landscapes
- Early Elementary (Kindergarten - Grade 2) T3.K-2
 - a. Identify healthy food options
 - b. Recognize that agriculture provides our most basic necessities: food, fiber (fabric or clothing), energy, and shelter

Materials list:

- Computer
- Projecting screen
- *Chickenology: The Ultimate Encyclopedia (The Farm Animal Series)*
- Pencil
- Paper
- Highlighter

Instructor procedure:

- The teacher will review the I can statements.
- The teacher will review the following vocabulary:
 - Text features: Parts of a text that are not part of the main text, but are intended to enhance the readers experience.
 - Title: tells the reader what the text is about.
 - Table of contents: Lists chapters in the text along with their page numbers.
 - Glossary: Defines challenging or important vocabulary.
 - Headings: Help readers predict what the next section will be about.
 - Bold or Italicized words: signal key words or elements to the reader.
 - Illustrations: images, pictures, or drawing that help contribute to the meaning of the text.
 - Diagrams: a visual component that relates to the text.
- The teacher will read *Chickenology: The Ultimate Encyclopedia (The Farm Animal Series)*

- As the teacher reads the book, the teacher will pause at text features and explain how they contribute to the meaning of the text. If students are able, the teacher can allow the to share as well.
- The teacher will show the [text](#) on the board and will allow students to highlight text features that they see. When they highlight the text features they will also explain how they contribute to the meaning of the text.
- The teacher will pass out the [text](#) for students to read in pairs or small groups.
- As students read or after reading, students will highlight and label the text features they find in the text.
- After students find the text features they will respond to the following prompt.
 - List the text features that you see in the text. Explain how these text features contributed to the text.
 - Sentence stem: These text features contribute to the meaning of the text by _____.

Assessment:

- **Assessments**
 - Informal:
 - Finding text features and explaining them on the board.
 - Highlighting text features.
 - Formal
 - Listing and explaining text features in response to the prompt.

Rubric

	3	2	1	0
Identifying text features (highlighting, labeling, writing on lines)	The student identified 3 or more text features used in the text.	The student identified 2 text features used in the text.	The student identified 1 text feature used in the text.	The student couldn't identify any text features used in the text.

<p>Explaining how the text feature contributed to the text</p>	<p>The student explained how their 3 identified text features contributed to the meaning of the text. There was one connection per text feature.</p>	<p>The student explained how their 2 identified text features contributed to the meaning of the text. There was one connection per text feature.</p>	<p>The student explained how their 1 identified text feature contributed to the meaning of the text. There was only one connection made to the text feature.</p>	<p>The student did not explain how the text features contributed to the meaning of the text, or the connection was incorrect.</p>
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- **Early finishers:**
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Math Lesson

Grade Level:

- 4

Time length of the lesson:

- 30 minutes

Standards Addressed:

- **4:**
 - 4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.

Objective of the lesson:

- I can recognize read and write in standard form, expanded form, and word form with large numbers through 999,999,999.

Materials list:

- Computer
- Projecting screen
- White board
- Marker
- Worksheet

- Pencil
- Paper

Instructor procedure:

- The teacher will review the I can statements.
- The teacher will say Agriculture has a huge impact on South Carolina's economy. The poultry industry is a large portion of that impact! Let's use math to see the impact poultry makes on South Carolina's economy.
- I do:
 - South Carolina averages 235 million broilers that are grown each year. What is this number in standard form?
 - Now write the number in expanded form.
 - These states hatched eggs. Please put them in order from greatest to least. Alabama 24,863, Florida 1,261, Georgia 27,850, South Carolina 5,014
- We do:
 - South Carolina averages producing 68 ½ million dozens of eggs from an average of 5.5 million layers. What is 5.5 million in standard form?
 - Now write the number in expanded form.
 - These states hatched eggs. Please put them in order from least to greatest. Alabama 35,292, Mississippi 17,681, Georgia 35,510, Arkansas 25,517
- You do:
 - Worksheet

Assessment:

- **Assessments**
 - Informal:
 - We do questions
 - Formal
 - Independent worksheet
- **Early finishers:**
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)
 - The students can use this game to practice math facts!
<http://www.myamericanfarm.org/games/an-egg-citing-poultry-adventure>

Additional resources which enhance the lesson:

- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIsCyk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**
 - [An Egg-Citing Poultry Adventure | Health Learning Game](#)
- **Ag Mags:**
 - Ag mags have a plethora of text features included. These would be wonderful additions to this lesson plan!
 - <https://www.agfoundation.org/resources/poultry-ag-mag>
- **Resources:**
 - [Are brown eggs more nutritious than white eggs? | American Farm Bureau Foundation for Agriculture](#)
 - [Career Spotlight! Virginia Poultry Farmer | American Farm Bureau Foundation for Agriculture](#)
 - [Where do Eggs Come From? | American Farm Bureau Foundation for Agriculture](#)
 - [Teacher Resources | www.uspoultry.org](#)
 - [Chicken to Kitchen](#)
- **Books:**
 - [Face-To-Face With the Chicken | American Farm Bureau Foundation for Agriculture](#)
 - [Chickens Have Chicks | American Farm Bureau Foundation for Agriculture](#)
 - https://www.agfoundation.org/files/AFBFA-AgLit-MAF-190812-USP_E_eComic_2023-10-18-220200_zfzs.pdf
 -
- **Additional Lesson Plans:**
 - [Turkeys and Chickens and Eggs, Oh My!](#)
 -
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [TOP COMMODITIES](#)
 - [Teacher Center | National Agriculture in the Classroom](#)

- [Food & Farm Facts | South Carolina Farm Bureau](#)
- <https://agriculture.sc.gov/about/>

Lesson Resources:

https://poultry.caes.uga.edu/content/dam/caes-subsite/poultry/documents/elementary-curriculum/2020_GFB_Poultry_Express.pdf

Name: _____

1. Agribusiness (agriculture + forestry) is the state's No. 1 industry, accounting for 259,215 jobs. What is this in expanded form?

2. What is 259,215 in word form?

3. These states hatched eggs. Oklahoma 4,178, Pennsylvania 5,103, South Carolina 5,014, and Virginia 4,880. Put them in order from least to greatest.

Name: _____

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