



SPROUTS' MONTHLY BOOK



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 SC Ag in the Classroom
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April 2025 Monthly Book

I Love Blueberries

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Grade Levels Suggested: K-5

Lesson by: Allison Whiten



Told through Jolie's comical scrapbook-style journal entries and Margot's creative sketchbook, young readers will learn how they create a plan and work together to not only grow blueberries but also develop a new friendship. This heartwarming story emphasizes the value of friendship, a theme that will resonate with young readers. With the help of Jolie's faithful rabbit, Munchy, and Margot's dog, Pip, plans are underway to bring the whole class together to convince the community to help them set up a hydroponics growing station in their classroom. Filled with engaging facts about blueberries, hydroponics, poetry, and a heartwarming theme of friendship, I LOVE

BLUEBERRIES is not just a delightful read, but also a valuable educational resource. It's a must-have for any bookshelf, promising to spark curiosity and promote learning. Informational backmatter includes facts about blueberry nutrition, growing blueberries, and hydroponics. This story makes a great read before a family trip to a pick-your-own blueberry farm, a garden store, or in a classroom, talking about healthy eating and growing your own food.

Scan here for Lesson Slides!



ELA Lesson

Grade Level:

- K-5

Time length of the lesson:

- 1 hour

Standards Addressed:

- **Kindergarten**
 - ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.
- **Second**

- ELA.2.AOR.5.1 Describe the basic structure of a literary text (e.g., narrative, drama, and poem).

Objective of the lesson:

- I can identify and describe the basic characteristics of a poem.
- I can describe the basic structure of a poem.

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
- **T2.K-2**
 - a. Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop
 - e. Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming
- **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
- Pencil
- Paper
- Anchor chart paper
- Markers

Instructor procedure:

- The teacher will read the I can statements
- The teacher will review vocabulary
 - Haiku- three-line Japanese poem consisting of 17 syllables, following a 5-7-5 syllable pattern. They traditionally focus on nature or seasonal imagery.
 - Cinquain- a five-line poem with a specific syllable pattern: 2, 4, 6, 8, 2

- The class will make an anchor chart to include the characteristics, structure, and elements of that form of poetry.
 - [Haiku](#)
 - [Cinquain](#)
- The teacher will read the book *I Love Blueberries*
 - While reading, the students will raise their hands when they hear a form of poetry mentioned.
 - The teacher will ask students what the characteristics and basic structures are of each type of poetry.
 - If students struggle, the teacher can prompt them to look to the anchor chart for support.
- The class will work together to make a haiku poem and a cinquain poem on a commodity or agricultural product.
 - The teacher will model clapping out syllables while writing the poem.
 - The teacher will ask students how many syllables are in each word.
- The students will choose a commodity or agricultural product (ex., blueberries, chickens, cows, corn, etc.) to write a poem about.
- The students will research their chosen commodity or agricultural product.
- The students will brainstorm using [thinking maps](#).
- The students will choose to write either a haiku or cinquain poem.
- The students will write a rough draft.
- The teacher will conference with students to edit their writings.
 - During this time, the teacher will question the students as to how many syllables are in each word.
- The students will write a final draft.
- After writing their final draft, students can make illustrations to go with their poems.

Assessment:

- **Assessments**
 - Informal:
 - Students will raise their hands throughout the story when they hear a form of poetry.
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- Formal
 - Writing a haiku or cinquian poem on a commodity or agricultural product.
- **Early finishers:**
 - Early finishers will use the [Ag in the Bitmoji Classroom](#)

Additional resources which enhance the lesson:

- Please give input for future lessons!
 - <https://docs.google.com/forms/d/1eXB-TGhI5ptoU9o6IIscyk070fEk3rIXmT05CkpMsoQ/edit>
- **Activities:**
 - [Download Coloring Sheet 1](#)
 - [Download Coloring Sheet 2](#)
- **Ag Mags:**
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- **Resources:**
 - [Berries Flowchart - AgClassroomStore at USU](#)
 - https://cdn.agclassroom.org/media/uploads/CR1284/Berries_Flowchart.pdf
 - [Hydroponics | National Agricultural Library](#)
 - [Up-close Experience: Flower Farming](#)
- **Books:**
 - [Blueberries for Sal | National Agriculture in the Classroom](#)
 - [Berry Song | National Agriculture in the Classroom](#)
- **Additional Lesson Plans:**
 - [Bunches of Berries | National Agriculture in the Classroom](#)
 - [Exploring Hydroponics: A Classroom Lesson Guide](#)
 - [Hydroponics: Gardening Without Soil | Science Project](#)
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [TOP COMMODITIES](#)
 - [Teacher Center | National Agriculture in the Classroom](#)
 - [Food & Farm Facts | South Carolina Farm Bureau](#)

Resources:

References:

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

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

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

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

