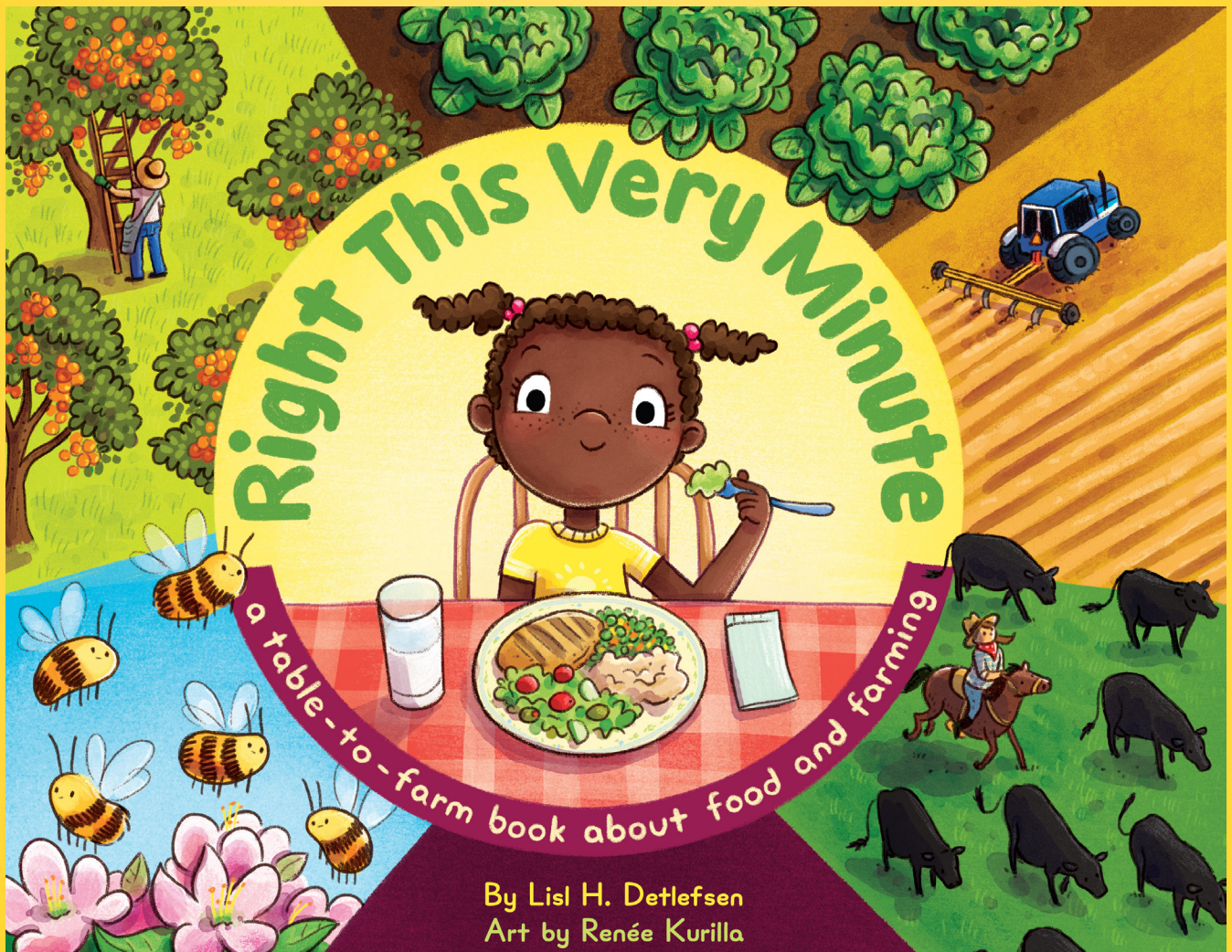




Indiana Farm Bureau®
Agriculture in the Classroom



**2025 BOOK OF THE YEAR
EDUCATOR GUIDE**



Indiana Farm Bureau®
Agriculture in the Classroom

Commodity Clock

Indiana Learning Standards

Kindergarten	First Grade	Second Grade
<p>K.RC.1- With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p>K.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.3- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>K.CC.5- Follow simple two or three-step oral directions.</p> <p>K.M.2- Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</p>	<p>1.RC.6- Retell main ideas and key details of a text</p> <p>1.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>1.CC.2- Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.7- Give and follow oral directions with two or three steps.</p> <p>1.M.2- Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/ longer) using analog clocks. Explain how to read hours and minutes using digital clocks.</p>	<p>2.RC.1- Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.</p> <p>2.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups</p> <p>2.CC.2- Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.</p> <p>2.CC.6- Give and follow oral directions with three or more steps.</p>



Indiana Farm Bureau®
Agriculture in the Classroom

Commodity Clock

MATERIALS:

- Clock activity sheet
- Map activity sheet
- Brass fasteners (one per student)
- Various art supplies:
 - Scissors
 - Glue sticks
 - Pen or pencil

DIRECTIONS:

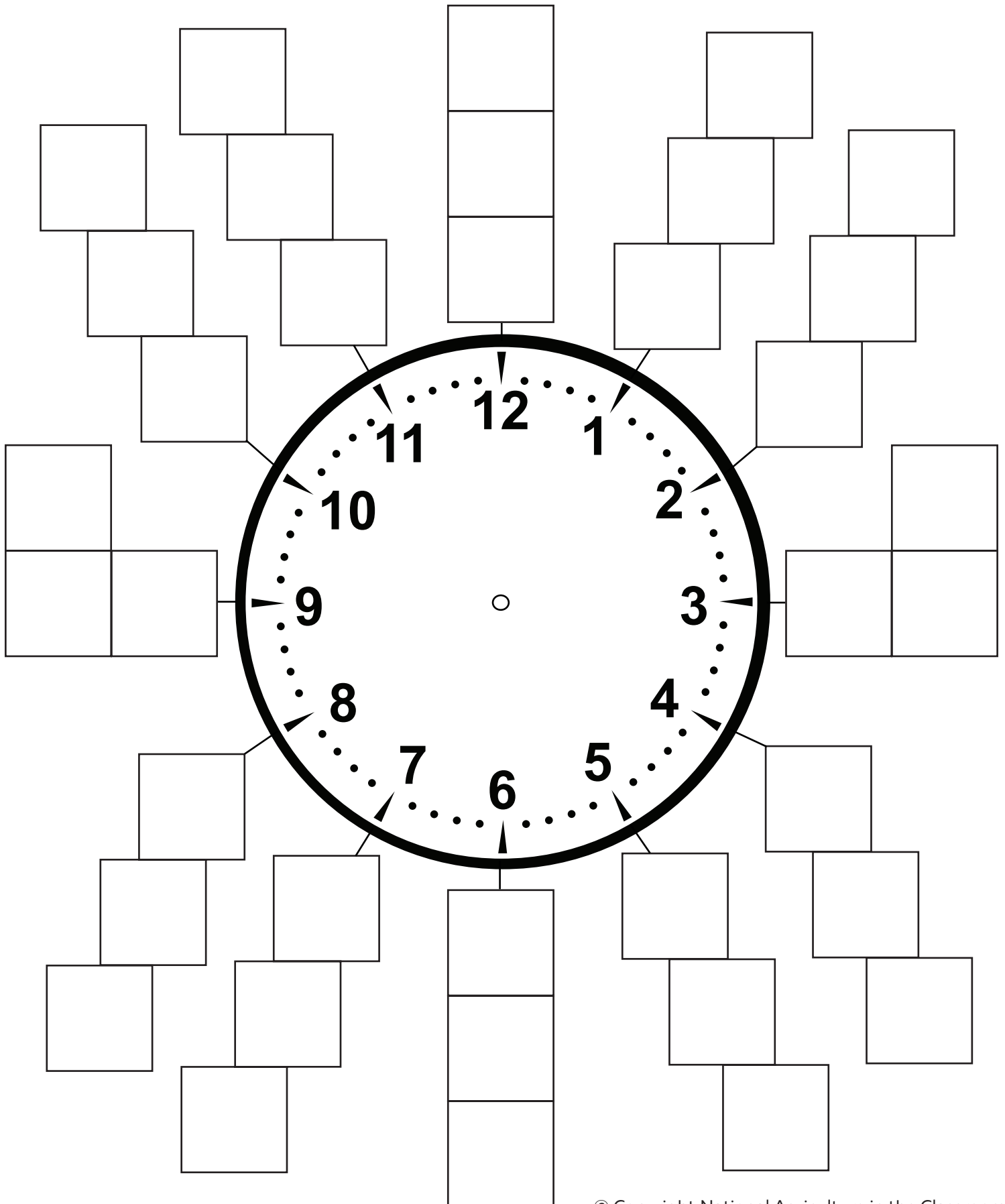
1. Pass out a "clock activity sheet" to each student. Instruct students to cut out the small product pictures and clock hands on the second page of the activity sheet.
2. Allow the students to attach the clock hands to the clock face using a brass fastener.
3. Ask the students to pick 12 of the 16 product pictures that are mentioned in the book *Right This Very Minute*.
4. Discuss the product pictures with the students. Which 12 products did they choose?
5. Instruct the students to assign each of the 12 product pictures to an hour on clock.
6. Pass out a "map activity sheet" to each student. You may want to laminate maps for multiple uses. Please note that the map only includes products that are discussed in the book. Challenge the students to think of other popular commodities grown in your state. Examples may include pumpkins, soybeans, pork, chicken, watermelon, etc.
7. Explain to the students that each hour on the clock has three boxes. Students will need to fill in each box with the following information:
 - **Box one:** Product picture (e.g. Dairy cow)
 - **Box two:** List three states where it is grown/produced (e.g. California, Idaho, Wisconsin)
 - **Box three:** What are different ways we can eat and enjoy this product? (e.g. milk, cheese, yogurt, ice cream). For fruits and vegetables, students can also include descriptions like fresh, canned, juiced, frozen, and dried.
8. Allow the students to read the map and fill in the three boxes about each of the 12 products on their clock.
9. Once the students have completed their clocks, take time to discuss each of the boxes for the different commodities and products.
10. Have the students take turns sharing a "time of the day" on their clock and what product is being grown at that time. For example, one student shares their clock and says, "At 1 o'clock, wheat is being grown in Montana, North Dakota, and South Dakota. The flour from wheat is used for pancakes, bread, pasta, and pizza dough."
11. Once each student has shared a time of the day on their clock, ask the following questions to lead a class discussion:
 - What can we learn from the map?
 - Why are certain products grown in specific areas?
 - Why is California able to grow such a wide variety of agricultural commodities?
 - Where is most of our wheat and corn produced?
 - What foods can you eat fresh?
 - What does it mean if your food is processed?
 - Why do we process some of our food?



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Clock Activity Sheet

You need a farmer - right this very minute!





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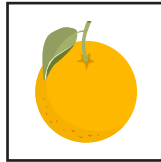
Clock Activity Sheet

You need a farmer - right this very minute!

Product Pictures:



Wheat



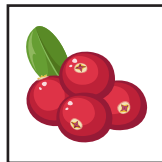
Oranges



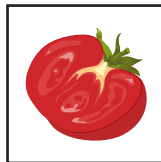
Maple



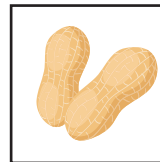
Dairy



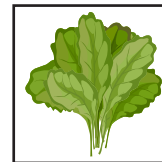
Cranberries



Tomatoes



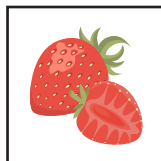
Peanuts



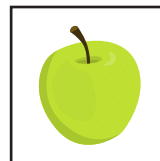
Lettuce



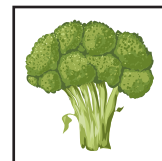
Eggs



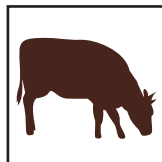
Strawberries



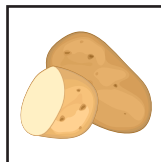
Apples



Broccoli



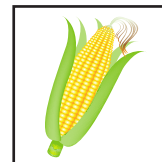
Beef Cattle



Potatoes



Carrots

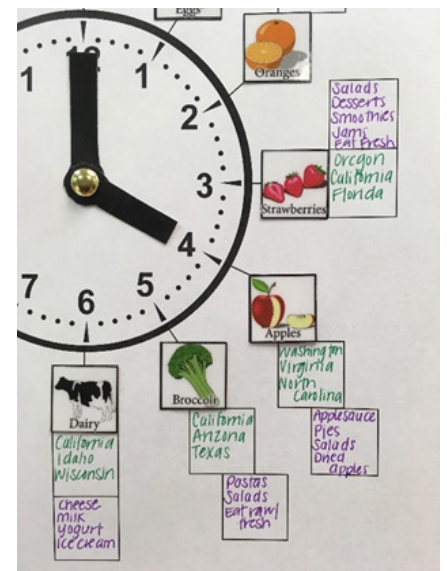


Corn

Clock Hands:

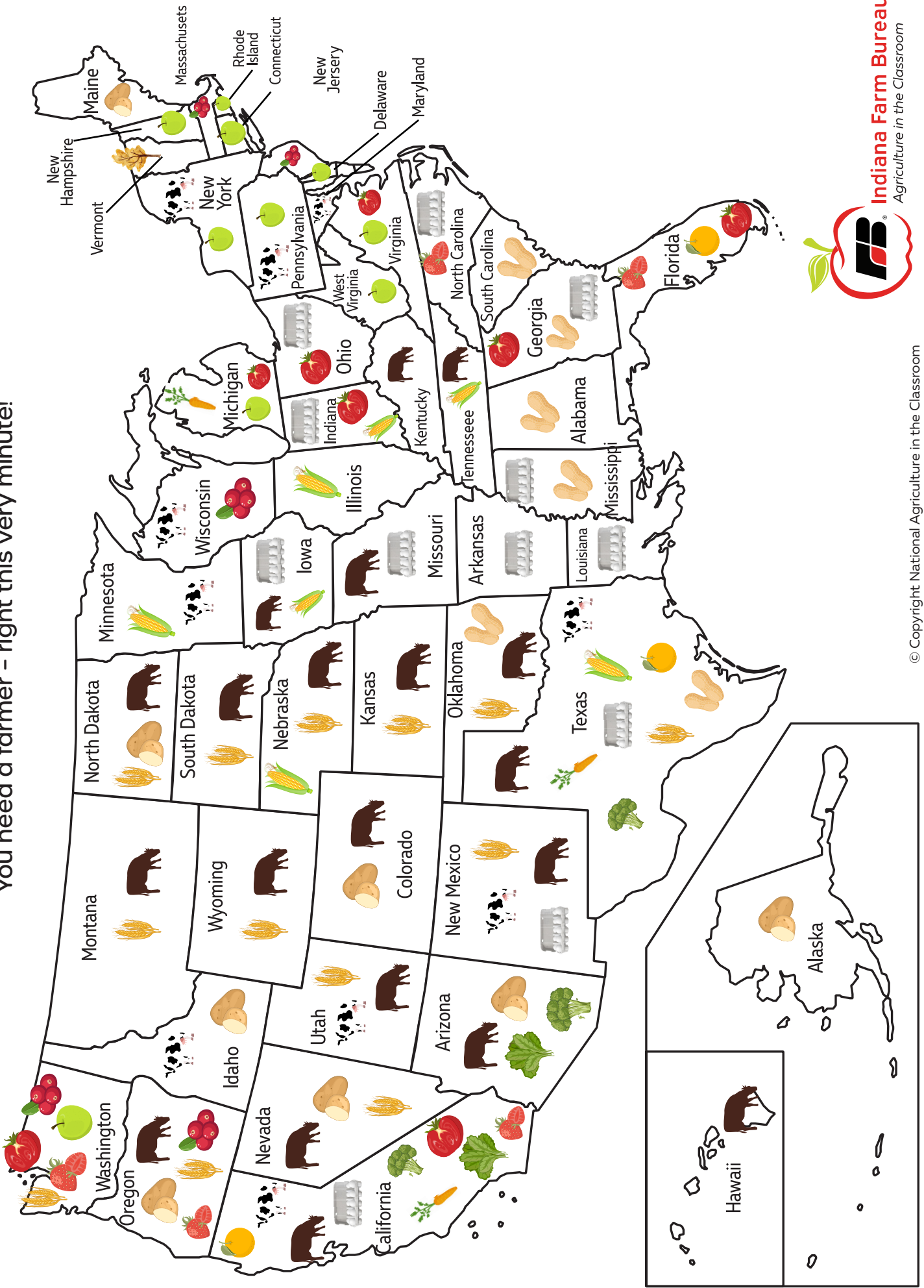


Example of activity:



Right This Very Minute Map

You need a farmer – right this very minute!



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Counting Crops

Indiana Learning Standards

Kindergarten	First Grade	Second Grade
<p>K.RC.1- With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p>K.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.3- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>K.NS.2- Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.NS.3- Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20.</p>	<p>1.RC.6- Retell main ideas and key details of a text</p> <p>1.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>1.CC.2- Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p>	<p>2.RC.1- Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.</p> <p>2.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups</p> <p>2.CC.2- Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>



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Agriculture in the Classroom

Counting Crops

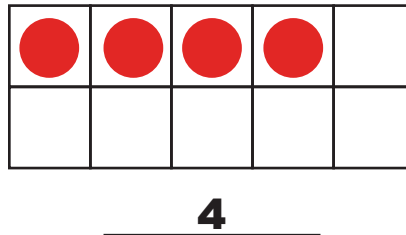
MATERIALS:

- Copies of Counting Crops interactive reader for each student
- Counters
- Coloring utensils
- Stapler

DIRECTIONS:

1. Review or introduce what a ten frame is and what it's used for.
2. Show the students a physical ten frame or a picture of one. Explain that a ten frame has two rows with five spaces in each row, making ten total spaces.

A ten frame is a rectangular frame divided into ten boxes, two rows of five boxes each, that is used to help children learn math skills. It helps children understand numbers, counting, place value, adding, and subtracting. Children use place counters or other items in the boxes to represent numbers. See example below:



3. Have the students practice counting with a ten frame. Give the students a number and invite them to place the same number of counters on the ten frame. Then, count together to reinforce the concept.
4. Distribute the Counting Crops interactive reader and invite the students to complete the booklet.
5. Students should cut the pages of the reader in half along the dotted line. They should be placed in order then stapled at the top or side of the booklet.
6. The students may use counters to complete the ten frames, or draw a picture of each crop in the corresponding number of spaces.



COUNTING CROPS

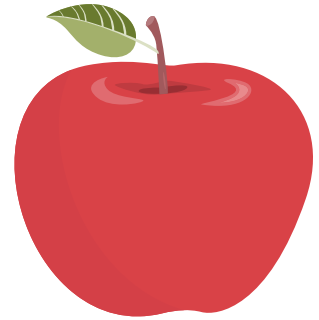


Name: _____



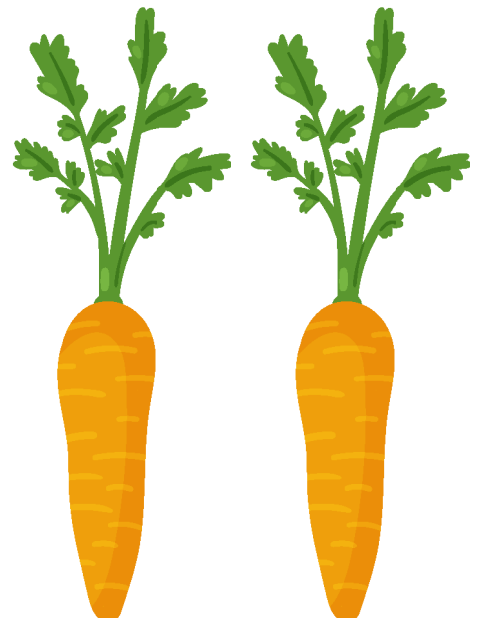
I SEE one **apple.**

1



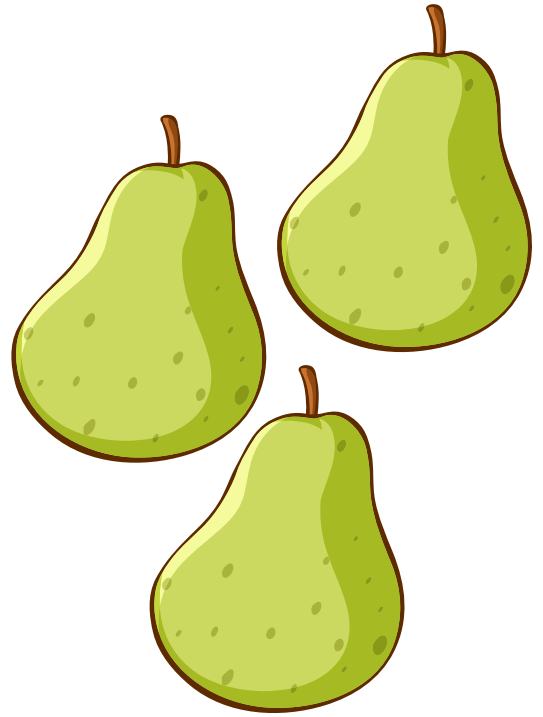
I SEE two **carrots.**

2



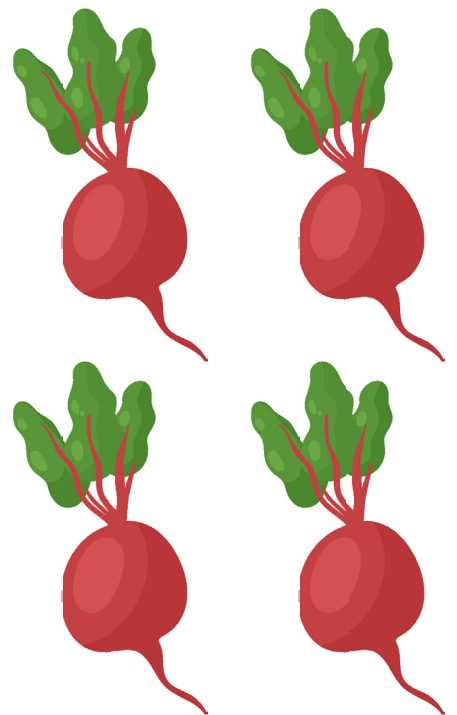
I SEE three pears.

3



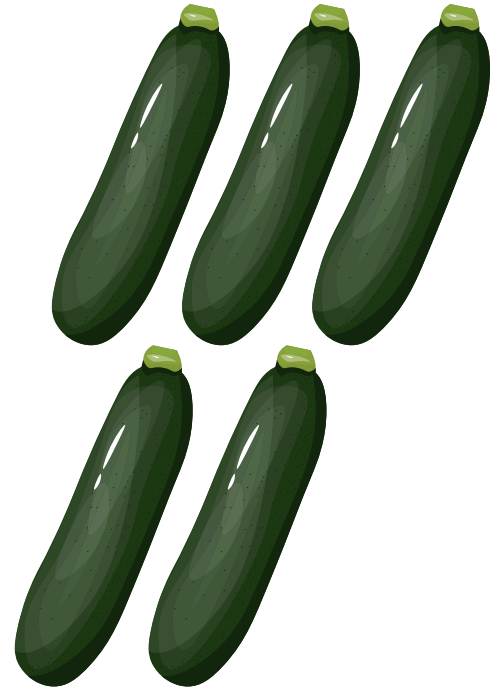
I SEE four radishes.

4



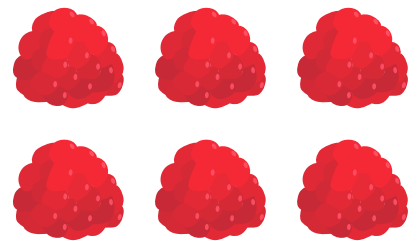
I SEE five zucchini.

5

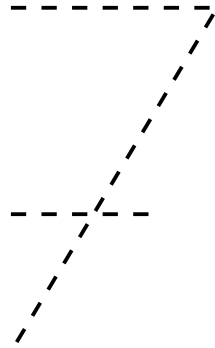


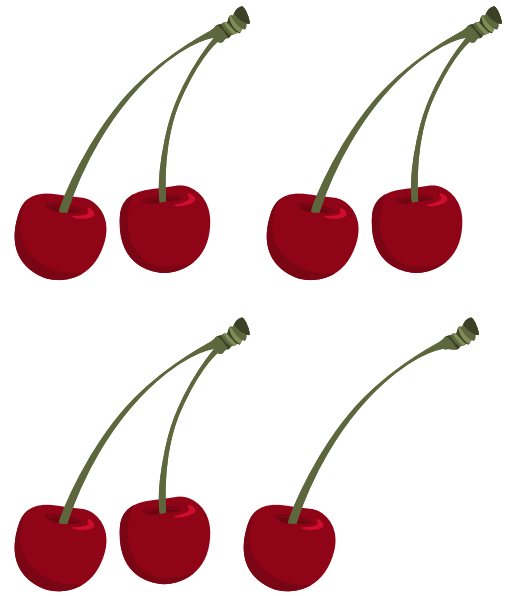
I SEE six raspberries.

6

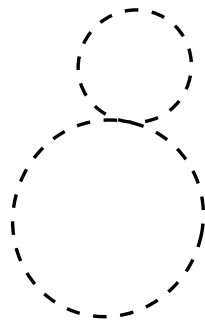


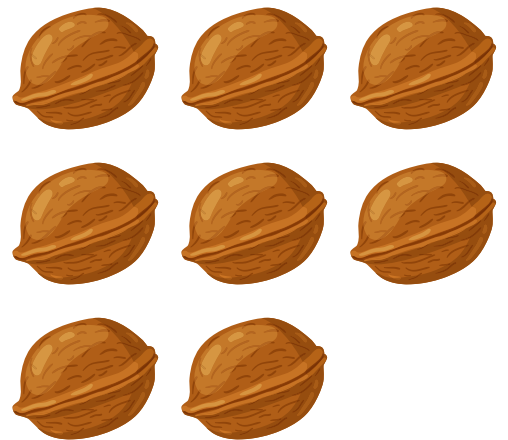
I SEE seven cherries.



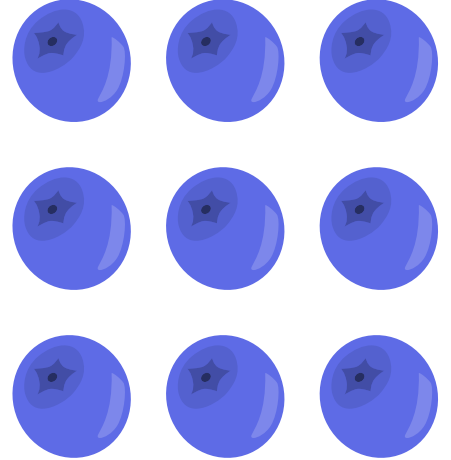
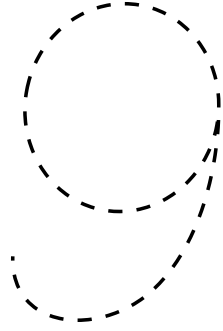


I SEE eight walnuts.

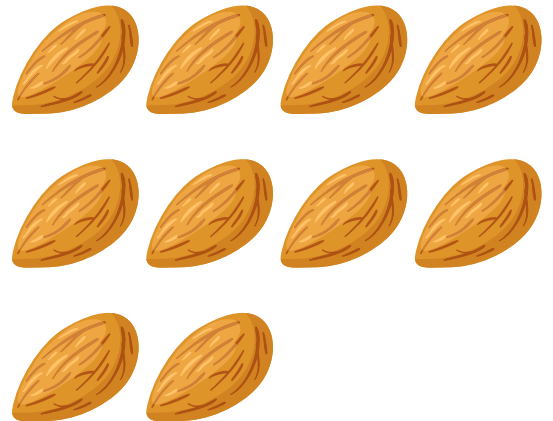
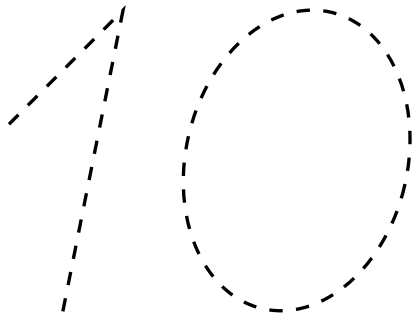




I SEE nine blueberries.



I SEE ten almonds.





Indiana Farm Bureau®
Agriculture in the Classroom

From Start to Finish

Indiana Learning Standards

Kindergarten	First Grade	Second Grade
<p>K.RC.1- With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p>K.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.3- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>1.RC.6- Retell main ideas and key details of a text</p> <p>1.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>1.CC.2- Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p>	<p>2.RC.1- Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.</p> <p>2.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups</p> <p>2.CC.2- Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion</p>



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Agriculture in the Classroom

From Start to Finish

MATERIALS:

- Whiteboard or chart paper
- Markers
- Olive oil
- Olives
- Photos of olive trees
- Scissors (one per student)
- Glue stick (one per student)
- From Start to Finish matching cards handout, print single-sided (one per student)
- From Start to Finish matching mat handout (one per student)

DIRECTIONS:

1. Before the activity, make a five-column chart on the board. Label each column with the following meals: breakfast, snack, lunch, dinner, dessert.
2. Read the book "Right This Very Minute" aloud to the class. After finishing the story, invite students to complete the table on the board by capturing the different foods eaten for each meal in the book.
3. Tell students that all food comes from somewhere. We use the word source to describe where something comes from. Show students a bottle of olive oil. Tell them this oil is used regularly in cooking. Ask students to identify the source of the olive oil by asking, "Where does olive oil come from?" (Olives). Show students a handful of olives. Ask students to identify the source of the olives by asking, "Where do olives come from?" (An olive tree). Show students a picture of olive trees. Tell students that the source for olive oil is an olive tree.

Note: A different commodity source could be substituted for olives. Some examples are below:

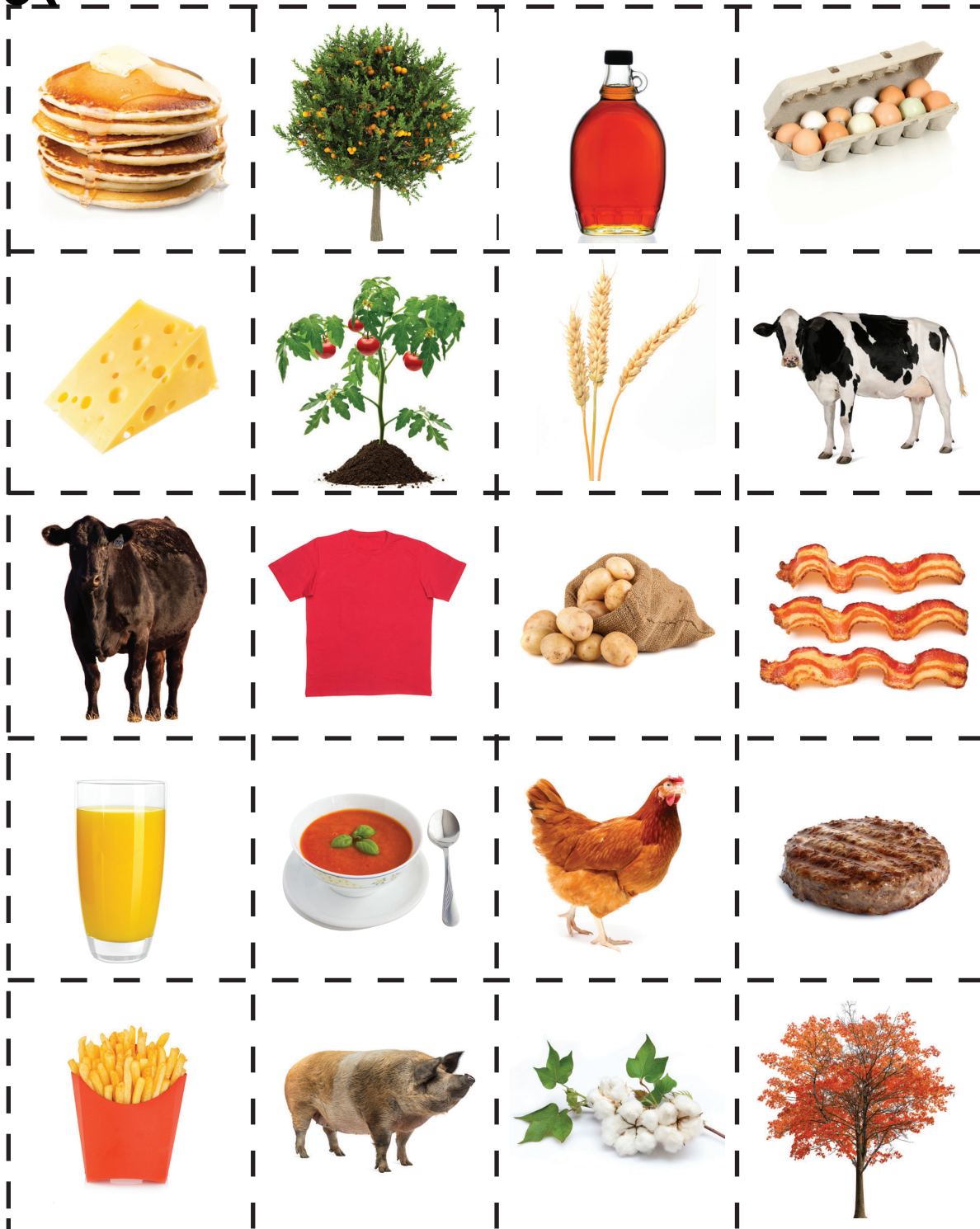
Source	Product
Apple	Applesauce
Cucumber	Pickles
Cabbage	Sauerkraut
Tomato	Pasta sauce
Grapes	Raisins
Cherries	Cherry pie filling

4. Explain to students that in this activity they will be matching products to their source. First, they will cut apart the matching cards. Next, they will make their matches. Finally, they will glue their matches to the "From Start to Finish Matching Mat" handout.
5. Clarify any questions. Distribute scissors, glue sticks, "From Start to Finish Matching Cards" handouts and "From Start to Finish Matching Mat" handouts. Circulate around the room to help students complete the activity.
6. After an adequate amount of time, review the From Start to Finish Matching Mat handout. Discuss the following questions:
 - Which products were most difficult to identify the source?
 - How did looking closely at the pictures help you identify the source?
 - Why do we need farmers?

From Start to Finish

Matching Cards

Directions: Cut out each card.





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From Start to Finish

Matching Mat

Name: _____

Directions: Match each product to the sources. Glue in place.

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Indiana Farm Bureau®
Agriculture in the Classroom

I Wonder Where

Indiana Learning Standards

Second Grade	Third Grade
<p>2.RC.1- Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.</p> <p>2.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups</p> <p>2.CC.2- Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.</p> <p>2.G.2- Locate the equator, the poles, continents, and hemispheres on a world map and on a globe; identify the local community, city, Indiana, the United States, and North America on a world map and on a globe.</p>	<p>3.CC.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> <p>3.G.2- Label a map of the Midwest, identifying states, major rivers, lakes, and the Great Lakes.</p>

MATERIALS:

- Coloring utensils
- I Wonder Where handout (one per student)

DIRECTIONS:

1. Explain that all the foods from the book are grown within the United States. Different states grow different foods. Some states are better at growing certain foods than others. This can be because of the land or the weather in that state.
2. Use the I Wonder Where handout, talk about each of the foods in the key. Point out which state grows the most of that kind of food. Have students color each state based on the colors in the map key.

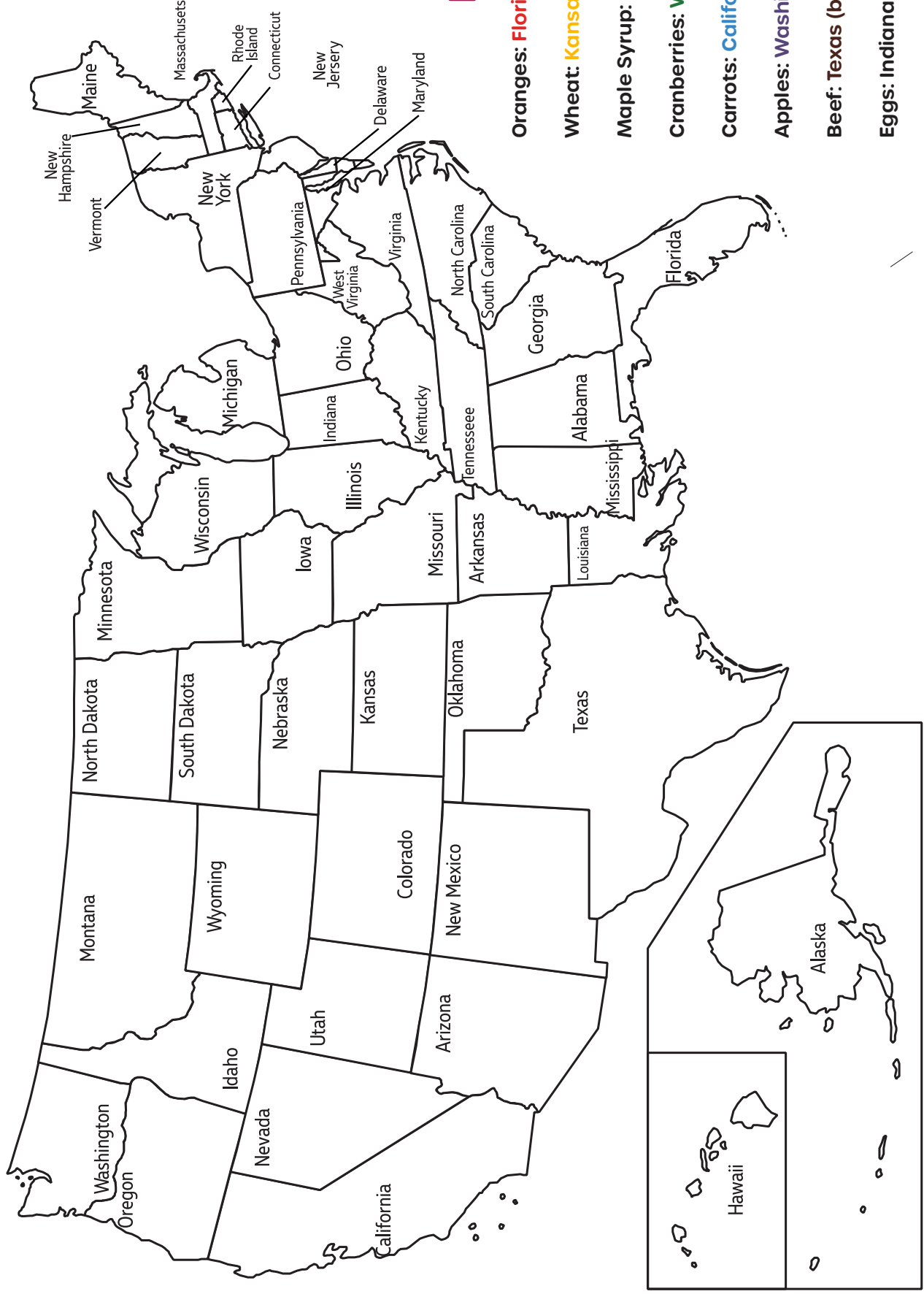


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I Wonder Where

Handout

Directions: Color each top producing state based on the key below.



KEY

Oranges: **Florida (red)**

Wheat: **Kansas (orange)**

Maple Syrup: **Vermont (yellow)**

Cranberries: **Wisconsin (green)**

Carrots: **California (blue)**

Apples: **Washington (purple)**

Beef: **Texas (brown)**

Eggs: **Indiana (black)**

Name: _____



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Agriculture in the Classroom

My Farm Web

Indiana Learning Standards

Kindergarten	First Grade	Second Grade
<p>K.RC.1- With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p>K.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.CC.3- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>K.CC.5- Follow simple two or three-step oral directions.</p> <p>K.RC.7- Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions.</p>	<p>1.RC.6- Retell main ideas and key details of a text.</p> <p>1.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>1.CC.2- Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.CC.6- Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.CC.7 - Give and follow oral directions with two or three steps.</p>	<p>2.RC.1- Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.</p> <p>2.CC.1- Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups</p> <p>2.CC.2- Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>



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Agriculture in the Classroom

My Farm Web

MATERIALS:

- My Farm Web graphics
- 30 pieces of yarn string
- Tape
- Scissors

PREPARATION:

1. Print and cut out the Farm Web Graphics. The 30, four-inch color images can be laminated for this activity. You may decide to mount the pictures on colored card stock and keep the web grouping in the same color; this will make the activity easier for very young students. For example, mount the pictures of dairy cows, milk, ice cream, and cheese on one color. You may also purchase the My Farm Web Kit at www.agclassroomstore.com/my-farm-web.
2. This activity may be conducted inside or outside; either way, you'll need about 10 square feet of floor space. With very young students, it will be easier to place the yarn in the appropriate location and then have them identify where the picture will go. Older students might prefer placing a picture and then the connecting yarn.

DIRECTIONS:

1. Ask the students, "Where does agriculture begin?" (*On a farm.*)
2. Guide the students to understand that agriculture begins on a farm and there all kinds of farms. Cattle ranches for beef and leather; dairy farms for milk and all the products made from milk; orchards that grow apples to make juice and apple pies; pig farms for pepperoni, bacon, and ham; grain farms that grow corn for fuel or corn syrup for soda, and wheat for bread; cotton farms for blue jeans; and tree farms for paper and landscaping. In fact, there is a different kind of farm for nearly every type of product. Farms specialize in what they grow based upon their location (climate and soil), and farmers choose only a few crops because the type of equipment used to plant and harvest each crop is very specific and expensive.
3. Inform the students they are now going to create a "farm web" to help them understand agriculture and where the items they use every day come from.
4. Have students move to the area where they will build the farm web.
5. Place the farm picture in the center of the floor. Mix up the remaining pictures and either put them in a pile or pass a picture to each student.
6. Ask the students, "Which pictures will go closest to the farm picture?" (*The pictures of plants or animals that are grown or raised on a farm go closest.*)
7. Students with products made from ingredients produced on a farm should place their pictures onto the web after the farm-raised item is placed.
8. As each picture is placed, ask the students to use a linking phrase such as *dairy cows make milk* (the word *make* is the linking word) to describe how their items connect to the web. Discuss each new connection as the pictures are placed.
9. When all of the pictures have been correctly placed, review the linking phrases and ask students if they think other pictures could be added to the web.
10. As a conclusion to the activity, read aloud one or more of the recommended books and ask students where the products mentioned in the books would fit into their farm web.

My Farm Web

Master



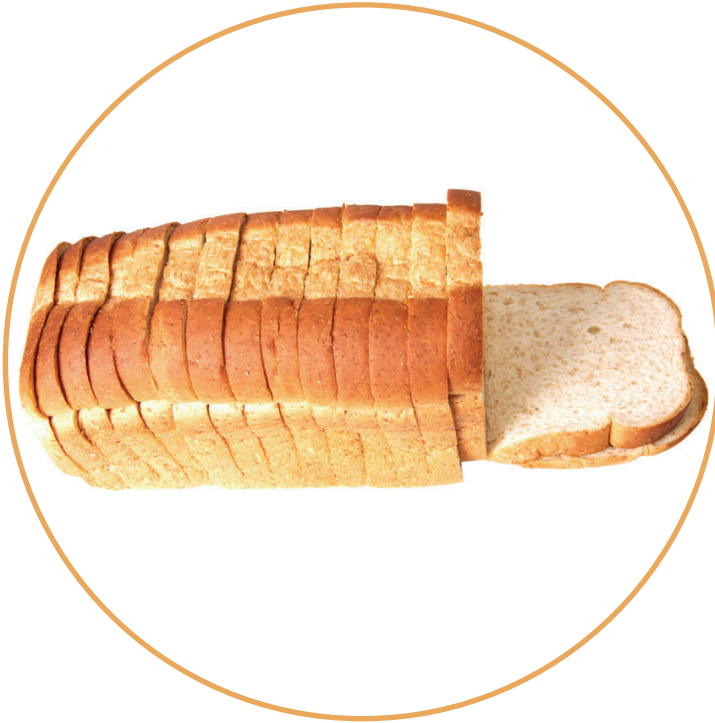
My Farm Web

Farm Web Graphics



My Farm Web

Farm Web Graphics





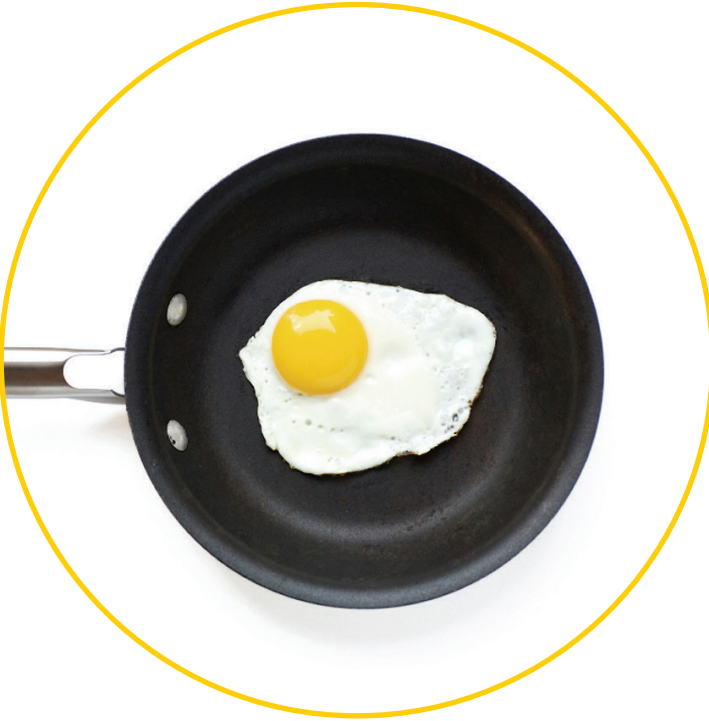
My Farm Web

Farm Web Graphics



My Farm Web

Farm Web Graphics



My Farm Web

Farm Web Graphics



My Farm Web

Farm Web Graphics







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Resources:

Israelsen, Bekka. "Right This Very Minute." *National Agriculture in the Classroom*, National Center for Agricultural Literacy, agclassroom.org/matrix/lesson/702/. Accessed 16 Oct. 2024.

Bottoms, Mandi, and Molly Wong. "All Kinds of Farms." *National Agriculture in the Classroom*, National Center for Agricultural Literacy, agclassroom.org/matrix/lesson/860/. Accessed 16 Oct. 2024.

Right This Very Minute: A Table to Farm Book About Food and Farming Educator's Guide. Washington D.C., American Farm Bureau Foundation, 2019.

Morris, Vanae, and Debra Spielmaker. "My Farm Web." *National Agriculture in the Classroom*, National Center for Agricultural Literacy, agclassroom.org/matrix/lesson/8/. Accessed 16 Oct. 2024.

Questions?

Contact Indiana Farm Bureau Agriculture in the Classroom at **1-800-327-6287** or [**inaitc@infb.org**](mailto:inaitc@infb.org).