Dear Volunteer,

Thank you for your participation in our 2022 Literacy Project! The literacy project works to celebrate Oregon’s diverse agricultural commodities while improving literacy and agricultural awareness of Oregon students in grades K-4. Each year a new agriculturally themed book is chosen with a lesson connected to the theme of the book.

This year our literacy project features the book, *Right This Very Minute: a table-to-farm book about food and farming* by Lisl H. Detlefsen, a story highlighting the knowledge and dedication of farmers providing food on our table. With this book, we celebrate the many stories of the farmers filling our plates! The accompanying activity allows students to map the food on their plate to the source of the product in agriculture.

As a volunteer for the 2022 Literacy Project, you will be supplied with the book, lesson plan, bookmarks, a demonstration kit for use with younger students and all materials. Enclosed in this packet you will find a copy of the lesson and tips for managing a productive learning environment.

Thank you for your part in increasing agricultural literacy and awareness!

Together for agriculture,

*Oregon Agriculture in the Classroom Team*

Jessica Jansen, Executive Director

Brittany Capell, Education Programs Coordinator

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*2022 BOOK*

**Right This Very Minute:**
*a table-to-farm book about food and farming*

**MARCH 1 - JUNE 10**

**QUESTIONS?**

Give us a call at (541)737-1318 or email aitc@oregonstate.edu
Watch our Training Video

Use our training video to prepare for your classroom visit. The video highlights each part of the lesson plan and provides helpful hints to ensure a successful experience in the classroom.

Part 1: Introduction and Reading 15 minutes

1. **Briefly introduce yourself and your connection to agriculture** (2 minutes) Bring props, samples or photos of your life in agriculture. This is a very important part of these presentations! Take your time and talk about how you contribute to agriculture.

2. **Ask the students**, “What kinds of things do you use every day?” (You should get answers like food, clothes, books, paper, computers, balls, water, TV, etc.) Discuss with the students that the items we use every day are either grown or mined from the earth. If the item is grown specifically for people, it is a product of agriculture.

3. **Introduce the Six F’s of Agriculture** (2 minutes) Say, “Agriculture is a big word and it is an important part of our daily lives. I am going to teach you “The Six F’s of Oregon Agriculture” to help you remember how important agriculture is. The first F is for Farming. Farms are where food and fiber is produced. The second F is for Food. Agriculture feeds us. The third F is Fiber. Fiber is used to make fabric and clothes. The fourth F is Fishing. In Oregon, we harvest lots of food from the ocean. The fifth F is Flowers. One of Oregon’s biggest agricultural industries is nursery and greenhouse crops like flowers. The last F is Forestry. Wood products are used to make buildings, furniture, paper products and more. As you can see, agriculture is everywhere and very important to all of us. It feeds us, keeps us warm and provides us with shelter.” You may consider having the students repeat, act out or guess the Six F’s as well.

4. **Introduce the story** (1 minute) Say, “Today, we are going to learn about where the foods we eat got started and some of the processes farmers use to grow it. As we read the book, pay close attention to the processes involved in growing food.”

5. **Reading** (10 minutes) READ SLOWLY and take time to show students the pictures as you go. Have students pay particular attention to the book’s main concepts explaining the processes of each grown food. Ask questions to help students begin to think about products that resulting from the growing of a crop. For example, when reading about wheat harvest, ask students to name other breakfast foods come from harvest? Try to emphasize the commodities that students will be working with in the web activity (cranberries, wheat, dairy cattle, carrots, bees, beef cattle, and strawberries).

Part 2: Lesson 25 minutes

2a. **Transition to Activity**

1. **After you have read the book**, lead the students in a few follow-up questions. Ask, “What are some examples of food farmers grow that were pictured in the book? What were some of the processes farmers used to grow the food? Where does agriculture begin?”

2. **Remind students 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; grain farms that grow corn for fuel or corn syrup for soda, and wheat for bread. In fact, there is a different kind of farm for nearly every type of product.

2b. **Farm Web**

1. **Explain the activity**, “We are going to be creating a “farm web” to help understand agriculture and where the items we use every day come from. A web is used to make connections between items. In this activity, we will connect everyday items with the farm product they come from using small pieces of string.”

**Grades K-2:**

Have students move to an area where they can build a farm web as a class. Using the demonstration kit, place the square farm picture in the center of the floor. Mix up the remaining pictures and pass a card to each student.

1. **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.)
2. Invite students who have a circle shaped card with a picture of a plant or animal hold their cards up in the air above their heads. Instruct those students to come up one at a time and add their photo to the farm web using a string to connect the product back to the original farm photo.

3. Then, have students with rectangle cards depicting a product made from ingredients produced on a farm place their pictures onto the web after the farm-raised item is placed using a string to connect the product to its source.

4. **As each picture is placed**, describe the linking process that occurred, for example, say a dairy cow makes milk when adding the milk card to the web. Discuss each new connection as the pictures are placed. Some photos may need additional explanation for students to understand their connection. See examples below.

   - **Leather Boots**: harvested as a secondary product of both beef and dairy cattle, leather comes from the hide of an animal.
   - **Compostable Utensils**: starches from potato waste are used instead of petroleum-based plastic to create a biodegradable and recyclable utensil.

5. **When all of the pictures have been correctly placed**, review the linking phrases.

6. **After ask students**, Are there products that come from multiple farm-raised products pictured on the web? Use the longer pieces of string in the kit to connect images to other farm raised products. See the **Multi-Crop Web Connections** listed in the box to the right.

**Multi-Crop Web Connections**

- **Hamburger** (meat from beef cattle, cheese from dairy cattle, bread from wheat)
- **Strawberry Shortcake** (strawberries from the plant, cake from wheat, whipped cream from dairy cattle)
- **Apple Pie** (flour from wheat, apples from apple orchard, butter from dairy cattle)
- **Cereal** (Cereal from wheat, milk from dairy cattle)
- **Ice Cream Cone** (cone from wheat, ice cream from dairy cattle)
- **Trail Mix** (hazelnuts from hazelnut orchard, dried cranberries from cranberries)

**Grades 3-4:**

1. **Divide students into small groups** (no more than six groups per class) and explain that they will be tracing the journey of food from its source on the farm to the end product we enjoy!

2. **Before handing students their materials**, say “All of our food begins on a farm, place the square farm photo in the center of your food web. After, distribute the remaining pictures equally between your group members and work together to form a web.”

3. Then, you will want to place the circle cards with plants or livestock that are grown or raised on the farm connected to the farm image using string. After, connect the rectangular cards with products made from ingredients produced on a farm to a picture on the web after the farm-raised item is placed. Some food product cards are connected come from multiple farm raised ingredients used the longer string provided in your kit to connect the food product to multiple farm raised items.

4. **Pass out the materials to students** and set a time limit to complete the task, 10 to 15 minutes is typically enough time, but read the class as you go.

5. **Walk around the classroom** to assist groups as needed.

6. **When the activity is complete**, provide each group the opportunity to review the placing of their product lines from the farm web using linking phrases. For example, “a dairy cow makes milk, which can be turned into cheese, ice cream or other dairy products.” Alternate groups until each part of the web has been described.

8. Then, ask students to name the products that are connected to multiple farm-raised products. See the **Multi-Crop Web Connections** listed in the box above.

7. After, ask the students to carefully dismantle their web and place all of their materials back into their box.

**Wrap-Up**

5 minutes

1. **Ask the students to return to their seats** (or the carpet) to debrief the activity and discuss what they learned. Here are some questions to lead the discussion:
   a. What other pictures could be added to the web?
   b. What processes from the book went into growing these products?
   c. Why are these products important?
   d. What is agriculture?

2. **Review the 6’F of Oregon Agriculture** if time allows.

3. **Distribute bookmarks** to the students. Tell the students this bookmark will help them remember what they learned today.

4. **Thank the teacher and students** for sharing their time to learn about agriculture.

5. **Leave the book and the contents** of the “Teacher Packet” for the classroom’s library and collect all other supplies to reuse in another classroom. Once completed, you can return the materials to Oregon AITC for other volunteers to reuse.
Virtual Logistics
Oregon Agriculture in the Classroom will mail the copy of the lesson plan, book and a class set of bookmarks directly to the teachers. Volunteers presenting this lesson will be provided a copy of PowerPoint slides to read the book through the virtual classroom setting.

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3. Introduce the Six F’s of Agriculture (2 minutes) Say, “Agriculture is a big word and it is an important part of our daily lives. I am going to teach you “The Six F’s of Oregon Agriculture” to help you remember how important agriculture is. The first F is for Farming. Farms are where food and fiber is produced. The second F is for Food. Agriculture feeds us. The third F is Fiber. Fiber is used to make fabric and clothes. The fourth F is Fishing. In Oregon, we harvest lots of food from the ocean. The fifth F is Flowers. One of Oregon’s biggest agricultural industries is nursery and greenhouse crops like flowers. The last F is Forestry. Wood products are used to make buildings, furniture, paper products and more. As you can see, agriculture is everywhere and very important to all of us. It feeds us, keeps us warm and provides us with shelter.” You may consider having the students repeat, act out, guess or use the optional slides provided in the PowerPoint to introduce the Six F’s as well.

4. Introduce the story (1 minute) Say, “Today, we are going to learn about where the foods we eat got started and some of the processes farmers use to grow it. As we read the book, pay close attention to the processes involved in growing food.”

5. Reading (10 minutes) Share your screen to show the PowerPoint with the pages of the book provided by Oregon AITC. Read through each slide/page of the book slowly and take time to show students the pictures as you go. Have students pay particular attention to the book’s main concepts explaining the processes of each grown food. Ask questions to help students begin to think about products that resulting from the growing of a crop. For example, when reading about wheat harvest, ask student’s what other breakfast foods come from harvest? Try to emphasis the commodities that students will be working with in the web activity.

6. Review the following questions with students (10 minutes)
   a. What are some examples of food farmers grow that were pictured in the book?
   b. What were some of the processes farmers used to grow the food?
   c. Where does agriculture begin?

7. Thank the teacher and students for sharing their time to learn about agriculture. The teacher will have a copy of the lesson plan to lead students in the follow-up activity creating a farm web.

READING TIPS

• Have Fun! Enjoy this wonderful experience of reading aloud and teaching children.
• Practice! Prepare by reading the book both silently and aloud before you get to the classroom. Also, review the activity materials and practice presenting it to someone else. Practicing will help ensure you have time to read the story, talk about key points and complete the activity within the allotted time.
• Location, location, location. Make sure all the students can see the book and hear your voice so they will be good listeners.
• Introduce the book. Read the title and names of the author and illustrator. Show excitement!
• Invite students to look and listen while you read. One of the best parts of books are the pictures. Have students identify items in the pictures, particularly illustrations that pertain to the message in the story.
• Move the book around as you read. Either while reading, or after reading each page, move the book so each student can see the great illustrations. This is especially important for younger grades.
• Pay very close attention to the children. Pacing is critical. Move along fast enough to maintain their interest and attention, but slow enough for all students to thoroughly enjoy the story. Modulate your voice to emphasize key points.
• Ending the story. When the story is over, often the students are finished too. So, when you share or reflect on the book keep it short and to the point. End while the students are still engaged.