

# Ag Libs

## Background

The average American farmer produces food and fiber for over 150 people, both in our country and around the world. Twenty years ago the average farmer produced enough food for about 67 people. Producing food and fiber on the farm and moving it around to people is our nation's number one industry.

Oklahoma's prairie grasslands provide good food for raising beef cattle. Our wide open spaces are good for growing winter wheat—our biggest crop. But Oklahoma farmers grow many different kinds of crops. Cotton, peanuts and soybeans are all important Oklahoma crops. Oklahoma farmers also grow corn, oats, sorghum, pecans and small crops of watermelon, strawberries, blackberries, peaches and even pine trees, for making paper products.

## Language Arts

1. Read and discuss background material.
2. Review nouns, verbs, adverbs and adjectives.
  - Hand out the student worksheets.
  - Students will read through the stories.
  - Students will fill in the blanks, using the part of speech indicated underneath each blank. Encourage students to use their imaginations.
  - Students will share their finished stories with the class.
3. Students will make up their own stories or paragraphs and leave blanks for their classmates to fill in.
4. The story on Worksheet B is loosely based on “The Little Red Hen.” Students will read through the story and discuss how the moral of the story changes as they change the parts of the story.
5. Students will use other familiar fables as the basis for creating their own fables.

## Visual Arts

1. Students will create illustrations for their stories.

## Extra Reading

Chitwood, Suzanne Tanner, *Wake Up, Big Barn*, Cartwheel, 2002.  
Cummins, Julie, and Ted Rand, *Country, Kid, City Kid*, Henry Holt, 2002.  
Elliott, David, and Holly Meade, *On the Farm*, Candlewick, 2008.  
Geisert, Bonnie, *Haystack*, Houghton Mifflin, 2003.  
Hodge, Deborah, and Brian Harris, *Up We Grow! A Year in the Life of a*

### P.A.S.S.

#### GRADE 1

**Writing**—4.3

**Visual Arts**—3.2

#### GRADE 2

**Reading**—2.1; 3.1

**Writing**—3.1

**Oral Language**—2.1

**Visual Arts**—3.2

#### GRADE 3

**Reading**—2.1

**Writing**—2.2,7; 3.1,5

**Oral Language**—2.1,2

**Visual Arts**—3.2

#### GRADE 4

**Reading**—1.1,2

**Writing**—1.2,4; 3.1,4,5

**Oral Language**—1.1;

2.1,5; 3.3

**Visual Arts**—3.1

#### GRADE 5

**Reading**—1.1

**Writing**—1.2; 2.1;

3.1,2,3,4,5,6

**Oral Language**—1.1; 2.1,4

**Visual Arts**—3.1,2

## Vocabulary

**barn**—a building used chiefly for storing grain and hay and for keeping farm animals or farm equipment in

**farm**—a piece of land used for growing crops or raising livestock

**farmer**—a person who cultivates land or crops or raises animals

**industry**—the businesses that provide a particular product or service

**prairie**—a large area of level or rolling grassland

**produce**—to cause to be or happen

**product**—something produced

**wheat**—a cereal grain that can be made into a fine white flour used mostly in breads, baked goods (as cakes and crackers), and pasta as (as macaroni or spaghetti) and that is used in animal feeds

*Small Local Farm*, Kids Can, 2010.

Kinsey-Warnock, Natalie, *A Farm of Her Own*, Dutton, 2001.

Olson, Nathan, *Farm Patterns*, Capstone, 2007.

Peterson, Cris, *Century Farm: One Hundred Years on a Family Farm*, Boyd's Mills, 2009.

Provensen, Alice, and Martin Provensen, *The Year at Maple Hill Farm*, Sagebrush, 2001.

Rylant, Cynthia, and Nikki McClure, *All in a Day*, Abrams, 2009.

Schomp, Virginia, *If You Were a . . . Farmer*, Benchmark, 2001.


Stevenson, Robert Louis, and Gyo Fujikawa, *A Child's Garden of Verses*, Sterling, 2007.

Trumbauer, Lisa, *Living in a Rural Area*, Pebble, 2005.

Name \_\_\_\_\_


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Fill in the blanks in the stories below, using the part of speech printed underneath the line.




On the \_\_\_\_\_ farm, many \_\_\_\_\_  
adjective  
 \_\_\_\_\_ to the barn. The \_\_\_\_\_ are  
verb noun  
 usually the \_\_\_\_\_ ones there. They  
adjective  
 \_\_\_\_\_ and squeak until someone comes to \_\_\_\_\_ them.  
verb verb  
 The \_\_\_\_\_ finally settle down and \_\_\_\_\_ the  
noun verb  
 morning away in the \_\_\_\_\_ of the \_\_\_\_\_ sun.  
noun adjective

**A**



Planting a \_\_\_\_\_ is easy. First, make a  
noun  
 \_\_\_\_\_ hole, and place the \_\_\_\_\_ in it. \_\_\_\_\_ dirt  
adjective noun verb  
 over the top, and \_\_\_\_\_ down the \_\_\_\_\_  
verb noun  
 with your hand. \_\_\_\_\_ the \_\_\_\_\_ over the  
verb noun  
 \_\_\_\_\_ until it is wet, but not soaked. Make sure it  
noun  
 gets \_\_\_\_\_. Wait and see the \_\_\_\_\_  
noun adjective  
 \_\_\_\_\_ appear.  
noun



**B**

Name \_\_\_\_\_

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Fill in the blanks in the story below, using the part of speech printed underneath the line.

One day a \_\_\_\_\_ red \_\_\_\_\_ was \_\_\_\_\_ in the  
adjective noun verb  
 barnyard when she came across some \_\_\_\_\_ of wheat.  
noun

“I think I’ll \_\_\_\_\_ these \_\_\_\_\_ and \_\_\_\_\_ some wheat.  
verb noun verb

Who will \_\_\_\_\_ me? Then we can \_\_\_\_\_ some \_\_\_\_\_ bread.”  
verb verb adjective

“Not I!” \_\_\_\_\_ the cow.  
verb

“Not I!” said the \_\_\_\_\_.  
noun

“Not I!” \_\_\_\_\_ the lamb.  
verb

So the \_\_\_\_\_ \_\_\_\_\_ the \_\_\_\_\_ all  
noun verb noun  
 by herself.

After several \_\_\_\_\_ the \_\_\_\_\_ grew. The \_\_\_\_\_  
noun noun noun  
 worked \_\_\_\_\_ to \_\_\_\_\_ and \_\_\_\_\_ the wheat.  
adverb verb verb

At last the \_\_\_\_\_ was ready to \_\_\_\_\_ some  
noun verb  
 \_\_\_\_\_. Everyone \_\_\_\_\_ the \_\_\_\_\_. They all wanted to  
noun verb noun  
 \_\_\_\_\_ it.  
verb

“Oh, No!” the \_\_\_\_\_ said. “I \_\_\_\_\_ all by myself to make this  
noun verb  
 \_\_\_\_\_. Now I am going to \_\_\_\_\_ it ALL BY MYSELF!  
noun verb

And that is just what \_\_\_\_\_ did.  
pronoun

C

