

Right This Very Minute

Grade Level(s)

2nd grade

Estimated Time

30 minutes

Purpose

Students will learn about the diversity in agriculture by exploring what farmers are doing right this very minute!

Materials

▪Links:

Website with virtual resources: www.linncoag.com -2020/21 virtual learning drop down tab- January

Book: Right this very minute

https://drive.google.com/drive/folders/17wRvpFOT2rjAd7U6hAzDAaItqsde_Q_8?usp=sharing

Instructional video <https://www.youtube.com/watch?v=jNREFEO1qWU>

▪Worksheets:

Right this very minute clock

Right this very minute map

Processed or not cards

▪Other:

Clock practice

Optional: thank a farmer card

Vocabulary

Commodity: a primary ag product that can be bought and sold.

Harvest: The process of gathering crops

Raw: Food in its natural state; not yet processed or purified.

Interest Approach – Engagement

1. Begin by asking your students what they think farmers are doing right this very minute.
2. Allow students to share ideas and discuss possibilities.

Background - Agricultural Connections

What's that you say? You're hungry? Right this very minute? Then you need a farmer. All of the food we eat has a story. Right this very minute someone is growing, harvesting, transporting, or processing our produce, crops, and livestock. Once food is grown and **harvested**, it is transported to other states in the U.S. and other countries. States that don't have the proper climate or soil to grow specific fruits, vegetables, or crops benefit from the transportation of produce grown in other areas. Food can be transported in a variety of ways including trucks, airplanes, or boats. Most of the food we eat requires some form of **food processing**, which includes procedures like curing pork, pasteurizing milk, turning milk into cheese, squeezing oranges into orange juice, or turning apples into applesauce. Without food processing, our diets would only consist of whole, **raw** foods exactly as they were produced on the farm and only in the season or for the shelf life of the food item.⁵ It is important for consumers to understand the story of their food and what farmers and agriculturists are doing right this very minute to feed our nation.

Procedures

1. Listen to the story read-aloud video: Right This Very Minute by Lisl Detlefsen
 - Discuss food with your students. What food do they eat at lunch? What do they enjoy for snack?
 - What is happening right this very minute to the food they eat?
 - Explain to the students that they are going to learn more about the food they eat, where it is grown and what farmers are doing right this very minute to produce our food.
2. Watch the instructional video: link provided above
3. Pass out the right this very minute clock worksheet.
 - Box one: glue a product picture of choice
 - Box two and three: list or draw pictures of foods that come from those products.
4. Show the map to the students and talk about where some of the different products originate.
5. Processed or not activity:
 - Look at your clock. The products closest to the clock are raw- directly from the plant or animal. The things you listed are processed. Foods that have gone through multiple steps.
 - Pass out the cards and ask the students to stand on one side of the room if their item is processed and the other side of the room for not processed. All of these products come from plants and animals but how they are made or consumed is different.
 - Why do we process food? Why do we keep some foods raw? Which is nutritionally better for you?
 - Can processing be safer? Like milk?
6. Optional: clock practice
7. Optional one minute videos showing farmers right this very minute:
<https://www.feedingmindspress.com/latest-news/right-this-very-minute-videos-july-2018>
8. Optional: send a farmer a thank you card (give to Morgan Hibbs and she can distribute)

Organization Affiliation

National Ag in the Classroom: Right This Very Minute
<https://www.agclassroom.org/matrix/lesson/702/>

Agriculture Literacy Outcomes

Culture, Society, Economy & Geography

Provide examples of agricultural products available, but not produced in their local area and state (T5.3-5.e)

Explain the value of agriculture and how it is important in daily life. (T5.3-5.d)

Discover that there are many jobs in agriculture (T5.3-5.b)

Food, Health, and Lifestyle

Diagram the path of production for a processed product, from farm to table (T3.3-5.b)

Distinguish between processed and unprocessed food (T3.3-5.c)

T2.K-2.e identify the importance of natural resources in farming.

Iowa/ Common Core Standards

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m.