

Hey, Hey, Hay

Grade Level(s)

3rd grade

Estimated Time

30 minutes

Purpose

Students will explore the difference between hay and straw and discover the path from seed to bale.

Materials

▪Links:

- Instructional video: <https://www.youtube.com/watch?v=2EGI8qO2F4w>
- Book: Hey Hey Hay: <https://drive.google.com/drive/folders/133PUy-OZKOIVKlfz0hnMAjT2PET7DZny?usp=sharing>
- Ball Family Hay vs Straw FarmChat
<https://www.youtube.com/watch?v=KWqY7N4Kjn8&t=18s>
- The Net Rap song by Peterson Farm Bros
<https://www.youtube.com/watch?v=nvXK5zG1RSc>

▪Worksheets:

- Tractor poem step by step
- Tractor template for poem
- Hay and straw sequencing activity

▪Other:

- Hay and straw samples

Vocabulary

Hay: grass that has been mown and dried for feeding farm animals.

Straw: dried stalks of grain, used for animal feed or as material for bedding or weaving.

Mower: machine for cutting grass.

Rake: machine for turning over grass and raking into rows.

Bale: a bundle of paper, hay, cotton, etc., tightly wrapped and bound with cords or hoops.

Baler: machine to bundle up hay and straw into a bale.

Livestock: animals raised on a farm.

Interest Approach – Engagement

- Show the students they hay and straw samples. Ask the students to identify each sample. What is this crop used for?
- Watch the Ball Family FarmChat. Ask the students to review the process of growing and harvesting hay.
- What machines were used? How do you believe technology has changed over time? Do farmers still make small square bales when they have the technology to make large round bales? How do the farmers move the bales? What is the netting for?

Background - Agricultural Connections

Hay and straw are grown very similarly but often serve different purposes. Today, many farmers grow hay to feed livestock and straw is used as bedding or to make products like straw hats. Straw is the **dried stalks of cereals while hay is dried grasses and legumes**. Straw is nutritionally poor compared to hay. Usually straw is yellow or golden colored while quality hay is green in color.

First farmers plant grass or cereal seeds, this can be done in the fall or spring. It is important to allow enough time for germination and plant growth before the first frost.

The grass and cereal plants begin to grow just like our yards. Farmers will take the first cutting in early summer. Many farmers will try to make 2-4 cuttings throughout the summer and early fall.

Machines used to harvest: first the farmer will mow, second, they will rake, and the last step is to bale.



Procedures

1. Read or watch the read aloud video- Hey, Hey, Hay!
 - Recap with the students to verify comprehension. What happened in the story? Why did the family grow hay?
2. Watch the instructional video if opting out of zoom chat.
3. Hand out the harvesting hay and straw machine sequencing activity. Ask the students to glue the pictures in sequence order from seed to bale.

- Write a short sentence below each picture describing what is happening.
Answers: seed-grow-mow-rake-bale
- 4. Instruct the class to fill out the tractor cinquain poem, using words they learned from the FarmChat and book. *Seed, grass, hay, straw, bale, green, mow, rake, livestock. Machine, technology, etc.*
- 5. Optional: pass out the tractor template to have the students nicely write their poem in the lines provided.
 - Color the tractor template if time.
 - Ask a few volunteers to share their poem.
- 6. Just for a fun review: watch the The Net Rap song.

Organization Affiliation

Morgan Hibbs, Linn County Farm Bureau

Poem activities from National Ag in the Classroom website

Agriculture Literacy Outcomes

T2.3-5.e Understand the concept of stewardship and identify ways farmers/ranchers care for soil, water, plants and animals.

T2.3-5.c Explain how the availability of soil nutrients affects plant growth and development.

T1.3-5.a Describe similarities and differences between managed and natural systems.

Iowa/ Common Core Standards

3-LS1-1 Develop a model to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.