

Ag Libs

Objective

Students will complete short stories about agriculture by filling in the blanks with different parts of speech, as indicated. Students will make up their own stories. Students will make changes to parts of well-known stories and analyze how the changes in certain details change the meaning of the stories.

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 nations 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. They will label the blanks with the correct part of speech for the missing word.
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.
6. For more Ag Lib activities, visit these Ag in the Classroom Lessons:
 - [A Field of Beans](#) –Janet and the Beanstalk
 - [Truth or Hogwash](#)–Activities 4-6

Visual Art

1. Students will create illustrations for their stories

Oklahoma Academic Standards

GRADE 1

Speaking and Listening:

R.1,2,3; W.1,2

Fluency: 1,2

Critical Reading and Writing:

W.1

Language: R.1,2,3

GRADE 2

Speaking and Listening:

R.1,2,3; W.1,2

Fluency: 1,2

Critical Reading and Writing:

W.1

Language: R.1,3

GRADE 3

Speaking and Listening:

R.1,2,3; W.1,2

Reading Foundations: 1,2

Critical Reading and Writing:

W.1

Language: R.3,5

Vocabulary

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

crop— a plant or animal or plant or animal product that can be grown and harvested

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

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 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
noun verb
the barn. The _____ are usually
noun
the _____ ones there. They
adjective
_____ and squeak until someone comes
verb
to _____ them.
verb

The _____ finally settle down and _____ the morning
noun verb
away in the _____ of the _____ sun.
noun adjective

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



Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education.

Name _____

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

One day a _____ red _____ was _____ in the barnyard when she adjective noun verb
came across some _____ of wheat. noun
“I think I’ll _____ these _____ and _____ some wheat. Who will verb noun verb
_____ 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 by herself. noun verb noun
After several _____ the _____ grew. The _____ worked noun noun noun
_____ to _____ and _____ the wheat. adverb verb verb
At last the _____ was ready to _____ some _____. Everyone noun verb noun
_____ the _____. They all wanted to _____ it. verb noun 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

