

What's Growin' On?



A Newspapers in Education
Teacher's Guide

2nd Edition



California Foundation for
Agriculture in the Classroom

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Introduction

As an educator you are certainly aware that students learn best when they can relate what they learn in the classroom to their daily lives. There are many ways this can be accomplished. Two such methods involve incorporating agricultural literacy and the newspaper into the classroom.

- Weaving **agriculture** into your teaching allows students to relate information to the food they eat, the clothes they wear, the homes they live in, and the open spaces they enjoy.
- The **newspaper** is a continuing source of information, but when used in the classroom as an instructional tool it becomes a resource, which can help motivate students. They can discover the relevance of their classroom studies and how they apply to everyday life as they read news stories, learn about events and gather facts in the pages of the newspaper.



This *What's Growin' On? Teacher's Guide* uses agriculture and the newspaper to reinforce academic concepts taught in fourth through eighth grade. It was developed and reviewed by educators to assist teachers in using the local newspaper and the *What's Growin' On? California's Colorful Bounty* newspaper. You and your students will discover agriculture's important role in our state's and nation's economies and be reminded to think critically and creatively as they read the newspaper.

The activities were created and designed to engage students in the history and experiences of this industry and the individuals who truly provide the "colorful bounty" we enjoy. It will motivate students to learn more through additional reading, exploration of resources, discussion of the valuable contributions and challenges of the agriculture industry, and exploring careers in this progressive and technology-based industry.

The academic curricular areas of reading, writing, mathematics, science, and health are emphasized throughout the document. The specific academic Content Standards for California Public Schools addressed in each activity are listed at the bottom of each page.

California Foundation for Agriculture in the Classroom (CFAITC) is dedicated to encouraging a greater awareness and understanding of agriculture. As a nonprofit educational organization, the Foundation provides educators with resources and programs they can use to enhance agricultural literacy among California's students. To request a free teacher resource packet that can enhance the use of this guide, call (800) 700-AITC or e-mail cfaitc@cfaitc.org.

Newspapers in Education (NIE) is comprised of approximately 950 newspapers throughout the United States promoting and aiding newspaper education in a variety of settings. Whether creating and offering special curricula, educational tools, or content for young people, NIE touches students in countless ways. NIE reaches out to its local educational community by providing thousands of teachers with training and expanding the newspaper's use as an effective teaching tool—a real-life textbook to which students respond enthusiastically. For more information about California Newspapers in Education (CNIE), log onto www.cal-nie.org.

Hat's Off to You!

Name _____

Did you know that nearly 1.1 million people in California work in an agricultural related job? That's 8% of all working people in the state. Agriculture is much more than farming. It is the entire work force that provides the food, flowers, forest products, fish and fiber we use in so many ways.

When you go to the store to buy a piece of cheese or a shirt made of cotton, it took farmers, truck drivers, mechanics, research scientists, veterinarians, office managers, accountants, gas station attendants, food inspectors, grocery store clerks, and computer experts to get it to you.



Activity

- A. Look at your local newspaper's "Classified Ads" section. Cut out 4 different "Help Wanted" advertisements, each offering a different kind of employment. Glue each job description in one of the two categories. Then, write a sentence that justifies your decision.

| Ad # | Job Relates to Agriculture | Job Does Not Relate to Agriculture | Complete Sentence Which Explains Choice |
|------|----------------------------|------------------------------------|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

- B. Write down two abbreviations used in the advertisements and find out what they mean.

Abbreviation _____ Meaning _____

Abbreviation _____ Meaning _____

- C. Put a 😊 next to the two jobs that interest you the most. In one sentence, explain why.

- D. Put an ✖ next to one job that does not interest you. Explain why.

Standards: *Reading-Language Arts* • **Grade 4** Reading 2.2 • Written and Oral English Language Conventions 1.0 **Grade 5** Reading 2.1 • Written and Oral English Language Conventions 1.0 **Grade 6** Reading 2.0, 2.1 • Written and Oral English Language Conventions 1.0 **Grade 7** Reading 2.0, 2.1, 2.2 • Written and Oral English Language Conventions 1.0 **Grade 8** Reading 2.0, 2.1 • Written and Oral English Language Conventions 1.0

Where Does Your Team Stand?

Introduction

The newspaper contains loads of information on lots of different topics. One of the most popular sections is the “Sports” section. If you stop and think about it, sporting events would not exist as they do today without the help of agriculture. After all, the athletes wear all kinds of clothing made from agricultural products, use equipment made of leather, cotton, and wood, and depend on well-groomed fields produced and cared for by people involved in the agricultural industry.

Activities

- A. In your newspaper, read the box scores of your favorite team and figure out what the numbers mean. You can find out how individuals performed in a particular game. For example, how many free throws did a specific basketball player get? How many RBIs did your favorite baseball player get? How many interceptions were made by a football player?

All of this information can be found in the sports section of your paper. See what you can learn.

- B. Now, read an article about a specific sports event. Suppose you are actually there at the game as a spectator. Brainstorm a list of agricultural products that would be used at the event. Don't forget that you, a consumer of great foods, are present too! Cut out pictures of items associated with the sporting event and glue them on a paper plate.
- C. Write a four-paragraph essay describing what you learned about how agriculture impacts the sports industry. Include an introductory paragraph, two informational paragraphs, and a concluding paragraph. Glue your essay to the back of your collage. Display it in your classroom.



Standards: Reading-Language Arts • Grade 4 Reading 2.2 • Writing 1.0, 1.1, • Written and Oral English Language Conventions 1.0 **Grade 5** Reading 2.1 • Writing 1.0, 1.2 • Written and Oral English Language Conventions 1.0 **Grade 6** Reading 2.0, 2.1 • Writing 1.0, 1.2 • Written and Oral English Language Conventions 1.0 **Grade 7** Reading 2.0, 2.1, 2.2 • Writing 1.0 • Written and Oral English Language Conventions 1.0 **Grade 8** Reading 2.2.1 Written and Oral English Language Conventions 1.0

Adjectives that Add Flavor!

Name _____

Strawberries are a tasty and healthy treat! All you need to do is wash them and pop them in your mouth! No preparation needed! They are full of great nutrients—Vitamin C, folate, potassium, and fiber. They help keep your body working properly!

Did you know . . .
 If placed end to end, all of the strawberries grown in California last year would have wrapped around Earth's equator 15 times!

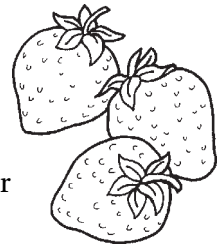
Activity

Words that describe a noun are known as *adjectives*. Adjectives are used to give the reader a more clear picture of the word they are describing. The words “red” and “juicy” in the sentence below help you create a picture in your mind of the strawberry described.

Did you know . . .
 There are three states in the country with a city named Strawberry? Arkansas, Arizona, and California! Can you find these states on the weather map in your newspaper?

The red, juicy strawberry was covered with more than two hundred seeds.

Write down five of your favorite fruits or vegetables in the spaces below. Look through some news articles in your newspaper and find three adjectives that can be used to describe each item. Cut these words out and paste them in the spaces provided.



| Fruit or Vegetable | Adjective #1 | Adjective #2 | Adjective #3 |
|--------------------|--------------|--------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Remember—Eat 5 or more servings of fruits and vegetables and get 60 minutes of power play every day!

Standards: *Reading-Language Arts* • **Grade 4** Written and Oral English Language Conventions 1.0, 1.2 **Grade 5** Written and Oral English Language Conventions 1.0 **Grade 6** Written and Oral English Language Conventions 1.0 **Grade 7** Written and Oral English Language Conventions 1.0 **Grade 8** Written and Oral English Language Conventions 1.0

The Super Bowl of Salad Bowls

Name _____

Americans love winners! Think for a moment about how much you love your favorite sports team. Did you know that California farmers are number one in their league? For years, California has been the leader in the nation's agricultural production with cash receipts of over \$26 billion. California is the only commercial producer in our country of almonds, artichokes, dates, figs, raisin grapes, kiwifruit, nectarines, olives, clingstone peaches, persimmons, pistachios, dried plums, and walnuts. So next time you take a bite of one of these foods, think of the California farmers that produced them.



Activity

- A. California's unique climate makes it a great producer of salad fixings. Find the weather section in the newspaper. Take a look at how California weather compares to other parts of the nation and the world. Find two places on the map where you think farmers would be having a good day and list them here.

Location #1 _____ Reason: _____

Location #2 _____ Reason: _____

- B. Sara Salata tossed a great salad for her Super Bowl party. Use the clues to help you unscramble the contents of her salad.

| Scrambled Word | Definition | Answer |
|----------------|--|--------|
| ecsehe | Made from milk. | |
| crtarso | Helps maintain eyesight. | |
| bcliocor | We eat the flower of this plant. | |
| cuteelt | A leafy green plant used in salads. | |
| nspiahc | A dark green leaf, high in iron, that grows in sandy soil. | |
| toptao | An underground stem used in a picnic salad. | |
| laaaffl psutso | Cows eat this plant as hay; people eat it as a young plant. | |
| vcdoaoa | A green vegetable that is eaten as a dip on Super Bowl Sunday. | |
| genaor | A citrus plant high in Vitamin C. | |
| iihoactsp | This nut grows on trees in grape-like clusters. | |

Standards: Grade 4 Reading 1.0 Grade 5 Reading 1.0 • Science 4, 4d Grade 6 Reading 1.0 Grade 7 Reading 1.0 Grade 8 Reading 1.0

Do You Have An Opinion?

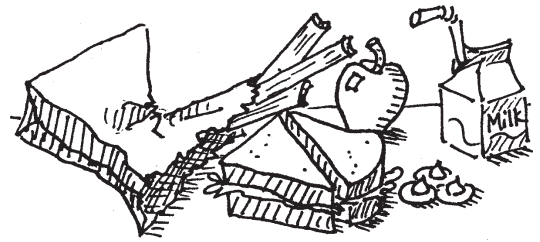
The newspaper is a source of information. You can find out what is going on in the world and in your community. You can find what's on sale at the local stores, the scores of the latest ball game, and who is having a yard sale. You can even look through the "help wanted" ads to see if there is job for you. If you'd like to relax, try your hand at the crossword puzzle or check the movie listings. The newspaper also has an editorial section, where people can share their opinions on a particular topic.



Activity

- A. Find the editorial section in your newspaper. Read a couple of the editorials. What are these individuals concerned about? What do you think about their concerns?
- B. Now, find the area on the page that explains how to submit an editorial.
- C. Next, think about California agriculture—the industry which provides the food, fiber, flowers, forest products, and fish we use in so many ways. This industry has changed a lot over the years and continues to change.

Do you have any concerns about the agricultural industry? What your school lunches look like? What your food looks or tastes like? How about the water you drink? How much your food costs? What types of foods are advertised? Are you informed and do you have an opinion?



- D. Following the guidelines for your newspaper, write a "letter to the editor." Share this letter with your class. Ask your teacher to select a couple of letters from your class and submit them to the editor of your local newspaper. Perhaps your opinion will be shared with your community, via the newspaper.

Standards: Reading-Language Arts • Grade 4 Reading 2.2 • Writing 1.0, 1.1 • Written and Oral English Language Conventions 1.0 **Grade 5** Reading 2.1 • Writing 1.0, 1.2 • Written and Oral English Language Conventions 1.0 **Grade 6** Reading 2.0, 2.1 • Writing 1.0, 1.2 • Written and Oral English Language Conventions 1.0 **Grade 7** Reading 2.0, 2.1, 2.2 • Writing 1.0 • Written and Oral English Language Conventions 1.0 **Grade 8** Reading 2.0, 2.1 • Written and Oral English Language Conventions 1.0

Your Newspaper . . .

More than Your Money's Worth

Name _____



Whether its food, clothing, toys, homes or cars . . . people always want to get the best buy! Let's take a look at the newspaper, for example. We pay between \$.50 and \$3 for one copy of the daily newspaper. Some people may think that is too much. Did you know that you, the consumer, pay for just a small part of the cost of the newspaper you receive each day? Advertisers cover most of the costs. The price of each advertisement is determined by such things as page placement, color use, ad size, and the day of the week the ad is printed.

It takes a lot of people to help get the newspaper to your home. The money collected from your newspaper purchase is used to pay for the newsprint and ink, and the salaries of the people who write the articles, design the ads, print the papers and deliver them to homes, stores and schools.

- A. With a partner, take a survey of the ads in today's newspaper. For each section write down the number of pages in the section, the number of advertisements in the section, the number of ads that are $\frac{1}{2}$ page or less, and the number of ads that are over $\frac{1}{2}$ page.

| Section | Total Number of Pages in Section | Total Number of Ads in Section | Number of Ads $\frac{1}{2}$ Page or Less | Number of Ads Over $\frac{1}{2}$ Page |
|---------|----------------------------------|--------------------------------|--|---------------------------------------|
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |
| E | | | | |

- B. Now take a look at the inserts, the pages that are inserted into the newspaper after the main part of the newspaper is printed and folded.

C. **Think about it!**

- Which section(s) of the newspaper contain the most advertisements? _____ Why do you think this is? _____
- Approximately how much of the entire newspaper do you estimate is advertising?
 None 1/10 1/8 1/4 1/3 1/2 2/3 3/4 All
- What kind of company do you think spends the most on newspaper advertising? _____
- Cut out one advertisement you think does a good job promoting its product. Tape it on the back of this paper. Explain your reasoning. _____

D. **Create an Ad!**

Pick one of your favorite agricultural products. It could be a food, a piece of clothing made of cotton or wool, or another item. Using what you learned from the ads in the newspaper, create an advertisement that could be placed in a newspaper. You will need to make lots of decisions . . . size, color, location, day of the week, etc. Display your newspaper advertisement.

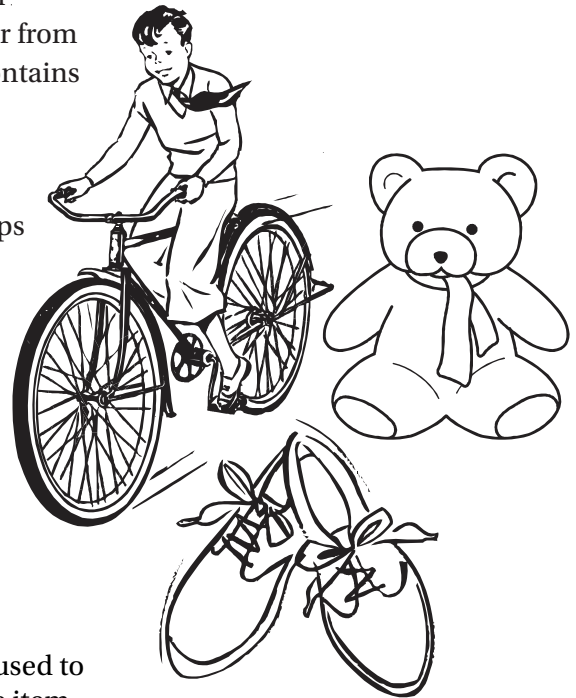
Standards: Reading-Language Arts • Grade 4 Reading 2.2 • Writing 1.8 • Written and Oral English Language Conventions 1.0 **Grade 5** Reading 2.1 • Written and Oral English Language Conventions 1.0 **Grade 6** Reading 2.0, 2.1 • Writing 1.1 • Written and Oral English Language Conventions 1.0 **Grade 7** Reading 2.0, 2.1, 2.2 • Written and Oral English Language Conventions 1.0 **Grade 8** Reading 2.0, 2.1 • Written and Oral English Language Conventions 1.0

Agriculture . . .

More than the Food You Eat

Think of the word “farmer.” What vision comes to mind? A person driving a tractor? Someone picking oranges? An old-time farmer creating furrows with an oxen and plow? While these are all accurate, the word “farmer” today means much more. Farmers not only produce food, they also raise the flowers, forest products, fish and fiber we use in so many ways. Farmers produce a variety of things . . . from grass and lumber . . . to leather and flowers.

Farmers also help create materials for items, that at first glance may not seem to contain agricultural products. You might have to think a bit. Your favorite sweatshirt or shoes, your front yard, a teddy bear you have had since you were a baby, and even your bicycle contain agricultural products. Cotton from plants and wool and leather from animals are common clothing components. Your front yard contains plants and grass grown at nurseries, a specialized ag industry. Your backyard fence came from a tree, another ag product. Walnut shells are used in snow and mountain bike tires to increase the friction between the ground and the tire. This helps prevent slipping. Your life would be much different without agriculture!



Activity

- A. Look through your newspaper and find a picture of a non-food item you enjoy or use, that agriculture helped produce.
- B. Glue the picture on the top half of a sheet of paper.
- C. Next, find at least ten words in the newspaper that can be used to describe this item. Cut them out and glue them around the item.
- D. Write a paragraph, on the bottom half of the page, that describes how agriculture products were used to make it. Include at least five of the words you cut out from the newspaper.

Standards: Grade 4 Reading 2.2 • Writing • 1.0 Written and Oral English Language Conventions 1.0 **Grade 5** Written and Oral English Language Conventions 1.0 • Science 6c **Grade 6** Written and Oral English Language Conventions 1.0 **Grade 7** Written and Oral English Language Conventions 1.0 **Grade 8** Written and Oral English Language Conventions 1.0

What's Growin' On? California's Colorful Bounty

Name _____

Activity

Because of California's varying climate and landscape, agriculturists are able to produce over 250 commodities. Many of them you can find in the produce section of your grocery store. Next time you are at the grocery store take a look at all of the fresh fruits and vegetables you are able to buy . . . most of them are from California. Because of California's diverse landscape, it is easy for you to meet your "5 A Day" goal. In the wordsearch below find twenty of California's top commodities.

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | V | A | S | J | N | D | S | K | S | W | S | Q | C | T | D | Y | A |
| X | E | V | N | U | T | E | V | T | M | E | S | T | U | N | L | A | W |
| M | A | O | B | G | T | K | O | R | I | S | E | O | T | A | T | O | P |
| I | S | C | T | A | P | R | Q | R | E | I | L | K | I | Q | M | Y | U |
| L | G | A | D | A | R | A | R | P | I | S | T | A | C | H | I | O | S |
| K | H | D | C | A | M | E | N | R | R | D | L | I | I | Z | A | I | N |
| K | B | O | C | E | B | O | A | Y | O | N | Q | E | O | D | C | W | T |
| C | I | S | C | W | P | I | T | P | K | O | X | G | T | Q | L | K | D |
| E | L | W | A | I | S | U | B | B | Z | M | B | X | A | T | B | R | F |
| Y | R | R | I | I | L | C | J | N | Y | L | E | N | G | R | U | R | T |
| W | T | X | N | F | P | R | M | P | E | A | R | S | O | S | M | C | C |
| S | H | S | O | T | R | U | A | X | C | H | I | C | K | E | N | X | E |
| F | W | T | R | B | I | U | C | G | O | T | C | R | K | P | Y | A | T |
| Q | G | N | A | C | E | G | I | U | Y | O | A | I | F | A | V | C | H |
| B | D | R | N | B | N | E | Z | T | L | X | G | J | L | R | V | X | J |
| V | S | F | G | R | F | T | F | I | S | R | B | Y | K | G | Z | C | F |
| P | Q | S | E | W | N | S | G | C | M | B | U | B | F | H | B | V | M |
| A | Q | Y | S | T | M | M | Y | N | G | M | H | J | D | Q | O | T | R |



Word Search . . .

- | | |
|-----------|----------------|
| almonds | lettuce |
| avocados | milk |
| beef | oranges |
| broccoli | pears |
| carrots | pistachios |
| chicken | potatoes |
| dates | strawberries |
| garlic | sweet potatoes |
| grapes | tomatoes |
| kiwifruit | walnuts |

My Salad Recipe



Ingredients

Directions

Create a Salad!

You should eat five or more servings of fruits and vegetables and get 60 minutes of power play every day!

Using the words above, list the ingredients for a salad you would like to eat.

What is your favorite form of exercise? _____

Just for Fun!

A. Make some California agricultural commodity trading cards using words, numbers and pictures from the newspaper.

B. Design your own \$1,000 bill. Look through newspaper advertisements. List what you would buy with the money.

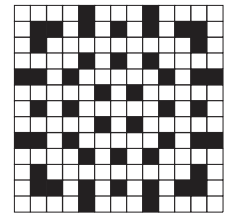


C. Cut out your favorite cartoon characters and paste them on a sheet of paper. Think of what they would like to eat. Write a statement coming from each one's mouth talking about the character's favorite food. Add humor if you'd like!

D. Make a recipe that you found in the newspaper and share it with your class.

E. Lots of specific locations are listed in the paper. Read an article that takes place in a certain location. Then write a list of things you might be able to do in that city, state, or country.

F. Make a crossword puzzle using graph paper and words you find on the front page of the newspaper. Make the answer key by cutting the words out and gluing them in the proper places.



G. For further fun, check out kids.cfaitc.org