

Book: *PB and J Hooray!*

By: Janet Nolan

Activity Level: Basic

Source: Adapted from *PB and J Hooray!* Educator's Guide by the American Farm Bureau Foundation for Agriculture and *The Story of Wheat for Kids* by the Nebraska Wheat Growers Association

Purpose

Students will complete a sequencing activity, based on the book *PB & J Hooray!* to help identify where the ingredients from common food(s), peanut butter and jelly sandwiches, come from, with a special emphasis on wheat, a major Nebraska Crop.

Vocabulary

Harvest—The season for gathering crops (n). The gathering of ripened crops (v).

Factory—a plant consisting of buildings with the equipment necessary for manufacturing, or making things.

Stalk—Part of a plant that supports another. The main stem of a plant.

What's the Connection to Agriculture?

Many children today have little understanding of where their food comes from. Reintroducing kids to the origin of their food is very important. Through this lesson, children will have a better understanding of the key role agriculture plays in the production of their food, with a focus on wheat, which is the #5 agricultural product in Nebraska.

State Standards It Supports

LA 0.1.6e—With adult guidance, students will retell main ideas from informational text.

LA 1.1.6e—Students will retell main ideas and supporting details from informational text.

LA 2.1.5c—Students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

Materials

- Small samples of a PB & J sandwich for each child (use almond butter if allergies)
- Grapes
- Stem(s) of wheat
- Peanuts
- Book *PB & J Hooray!*
- Sequencing Worksheet, Sequencing picture cards, 1 per every 2 students
- KWL Chart (on board)
- Vocabulary sheet (2 levels available; 1 for younger students, 1 for older students)—1 per student
- "Beyond the Table" handout—1 per every 2 students

BASIC ACTIVITY:

1. Background Information

Agriculture plays a major part in our lives: from what we wear, to what we use in our classes and even to what we do after school. We may not always think of agricultural products as the physical source of the items or things we use every day. However, most of these daily essentials can be traced back to an agricultural source. Production agriculture, or farming, is what most students think of when they hear the word agriculture. This is the actual production or growing of raw commodities. People who raise and harvest crops and livestock for consumption or purchase are typically categorized as farmers and ranchers. It doesn't stop there. Production agriculture also includes a variety of specialties, such as fish, timber, fur-bearing animals, trees, shrubs, flowers, herbs, and much more. Most of the products we use every day come from agriculture. The sheets we sleep on and the pajamas we wear are made from cotton. The feathers in the pillows may come from chickens or ducks. The cereal and milk we eat for breakfast; the pencils crayons, and paper that we use at school; and the baseballs, bats, and gloves we use after school all originate from raw agricultural products. We know that our food comes from agriculture, but you can see how we are surrounded by and reliant upon many agricultural products the whole day through.

Peanut butter and jelly sandwiches have long been a staple in the lunches of U.S. children. *PB & J Hooray!* shows how all the parts of a peanut butter and jelly sandwich get to our hands:

- Peanut butter comes from peanuts that grow underground in fields.
- Jelly comes from grapes that grow on vines.
- Bread comes from wheat that is grown in large fields.

2. Interest Approach

Show students the grapes, wheat, and peanuts.

Ask them to identify and how they're all related. Then, give each child a small sample of a peanut butter and jelly sandwich (almond butter can be used in case of allergies) and identify how all three items (grapes, wheat, peanuts) are grown by farmers and used to make this common sandwich.

3. Listening Questions

Using a KWL chart, pose the question, "Where does a peanut butter and jelly sandwich come from?" Record answers under the "K" (Know) column.

Sample answers: *My mom makes it; From the grocery store; Someone grew it.*

Next, address the "W" (What would you like to know) on the chart. Record students' answers. The "L" will be addressed at the end of the lesson.

A KWL chart is made simply by making three columns on the board with a "K" (what do students already KNOW about the topic), a "W", (WHAT do students want to learn), and an "L", (what did students LEARN about the topic)...done at the end of the lesson.

4. Procedure

- List and review vocabulary and definitions on the board. (harvest, factory, stalk). Ask students to listen for the words within the story and let them know they will be asked to illustrate them at the end of the story.

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- Read the story.
- Review the KWL chart. Is there anything they thought they knew that was incorrect? Did they learn the answers to what they wanted to learn? Record those answers and discuss other pertinent questions they had that may not have been answered. Record the “L” answers, (what they did LEARN).
- Next, hand out the vocabulary sheet appropriate for your students. Review the three vocabulary words (stalk, factory, harvest) and have students share what they mean to them. Write the formal definition on the board. Return to the pages in the books where these words were addressed and once again show the stalk of wheat for a hands-on visual of Nebraska’s #5 agricultural product. Brainstorm how they could illustrate the various words, for example, for “harvest”, they could draw a combine in a field or someone picking vegetables from a garden. For pre-writers, have them trace the vocabulary words and then illustrate their meanings. For writers, have them write the word in the first box, draw it in the second and define it in the third.
- Place students in pairs. Pass out the sequencing worksheet and have them complete it together, numbering the pictures in the correct order to show how their peanut butter and jelly sandwich gets to them. When finished, pass out the larger sequencing picture cards to six students and have them stand in order, in front of the class. Review and have students check their own sheets to make sure they had the correct order.

5. Follow-Up Questions

- Where does peanut butter come from? *Peanuts that grow underground in fields.*
- Where does jelly come from? *Grapes that grow on vines.*
- Where does bread come from? *Wheat that is grown in large fields.*
- Which of these crops is a major crop in Nebraska? *Wheat is the #5 agricultural crop in the state.*

6. Extension Activities

Videos:

- Wondergrove Kids: Where Do Fruits and Vegetables Come From?
<https://www.youtube.com/watch?v=CdPRZ3wjCxA>

Books:

- *To Market, to Market* By: Nikki McClure
- *How Did That Get In My Lunchbox?* By: Chris Butterworth
- *Who Grew My Soup?* By: Tom Darbyshire
- *Plants Feed Me* By: Lizzy Rockwell
- *From Wheat to Bread* By: Kristen Thoenne Keller
- *Bread Comes to Life: A Garden of Wheat & Loaf to Eat* By: George Levenson

Games:

- Farm to Cart video game
[http://www.agfoundation.org/files/Farm to Cart Final Game.pdf](http://www.agfoundation.org/files/Farm%20to%20Cart%20Final%20Game.pdf)

Art:

- Painting with Wheat Stalks
<http://www.pre-kpages.com/little-red-hen-painting-with-wheat/>

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Math:

- Cut up the peanut butter and jelly sandwiches in front of your students and have them brainstorm how many different shapes you can make them, using a knife. For older students, you can bring fractions into this as well. ie: squares ($1/4$), rectangles ($1/2$), triangles ($1/2$).

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How did my sandwich get to me?

Number the pictures in the correct order to show how your peanut butter and jelly sandwich gets to you.













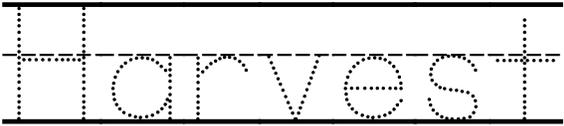
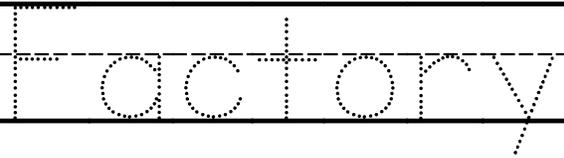
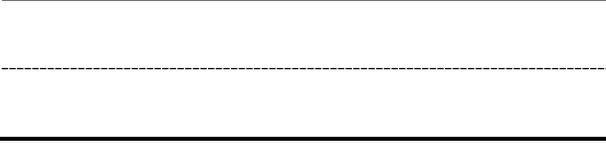
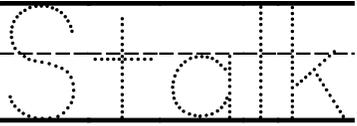
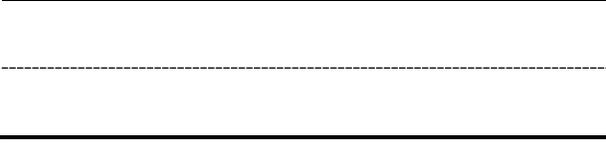






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VOCABULARY SHEET

TRACE	WRITE
	
	
	

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VOCABULARY SHEET

WRITE	DRAW	DEFINE

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Beyond the Table

When you hear the word “wheat”, do you automatically think of bread and pasta? I know I do. Did you know that wheat can be used for things other than food? Wheat and wheat straw have many alternative uses. This makes wheat a valuable crop. All the items listed below can be made from wheat. **Place an X beside those that you and your family use each day.**

- _____ cosmetics
- _____ pet, livestock, and fish feed
- _____ drugstore products
- _____ eating utensils
- _____ ethanol for gas purification
- _____ particle board
- _____ food thickener
- _____ food trays and containers
- _____ genetic tests
- _____ insulation
- _____ packaging materials
- _____ paper
- _____ laundry soap
- _____ roofing and building materials
- _____ shooting targets
- _____ sweetener
- _____ trash bags

