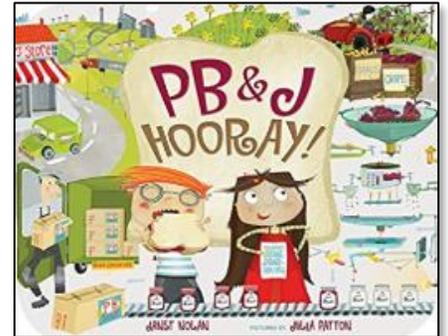




# 10<sup>th</sup> Annual Ag Literacy Program

## PB&J Hooray! by Janet Nolan

Before, During, & After Reading Activities



### Book Synopsis

Curiosity unravels the farm-to-table process that puts a peanut butter and jelly sandwich on a child's plate in this read-aloud story. Careers in agriculture are also highlighted as readers visit the grocery store, delivery trucks, production facilities, and farms that work together to bring food to our tables. This book will have you cheering hooray for agriculture!

### Vocabulary (*in order of appearance*)

**Aisle** – A walkway between shelves of food in a grocery store

**Loading dock** – An area at a store or building, usually out back, where large trucks can park and easily unload or load their deliveries

**Bakeries** – A place where bread and cakes are made and sometimes sold

**Yeast** – An ingredient in bread that helps the dough rise

**Knead** – Massage or work dough with your hands

**Shell** – (v.) to remove the outer, inedible shell from a nut or legume

**Roast** – heat or cook slowly in an oven, often to bring out more flavor

**Factory** – A building where goods are made, often with people and machines

**Strain** – To pour something through a bowl with small holes in order to separate solids (grape skin or seeds) from the liquid (juice)

**Ingredients** – Foods that are combined to make a new dish

**Stalks** – The main stems of a plant or crop which help carry nutrients from the roots to the rest of the plant

**Wheat** – A crop whose grain is ground up to make flour for bread, pasta, pastry, etc.

**Vine** – A plant whose stem needs support (like a pole or stake in the ground) to grow and climb

**Harvest** – To pick or gather a crop, like on a farm (either done by hand or machine)

**Seeds** – A small, usually hard part of a plant from which a new plant can grow



## Before Reading:

### Discussion Questions

1. Ask students, "What is your favorite type of sandwich?"
2. Ask students where the ingredients of their favorite sandwich come from. *Students may say "my kitchen" or "the grocery store". Don't correct them quite yet.*
3. Ask students, "What is **agriculture**?" *Agriculture comes from two words: **agri** – meaning land and **culture** meaning 'to grow'. So, what does agriculture mean? Growing crops or raising animals on land.*
4. Discuss any other vocabulary you think would benefit your students.
5. Tell students that today, you'll be reading a story where the characters are wondering where their favorite sandwich, a peanut butter and jelly sandwich, comes from.

## During Reading:

1. As you read the story, ask students to pay attention to repeated words and phrases and to read them aloud with you when they hear them.
2. Each time the story asks a question, pause and allow students to give their answer before reading on.

## After Reading Activities (Choose 1 or more!):

1. **Story Retelling:** Ask students to share any surprises or new information learned from the story. Ask them to complete a story chain to put the events of "farm to table" in order. Depending on your student's abilities, you may write for them as they dictate or allow them to write phrases or sentences. Use a template like the one [here](#). Remember that the events in the book happen in reverse order (home, grocery store, delivery trucks...)
2. **Illustrate the Process (Drawing and Labeling Diagrams):** Ask students to think about their favorite food. Have them close their eyes and imagine the *grocery store* it was bought from, the *trucks* that delivered it there, the *factories or bakeries* where the food was produced, and the *farms* where the *farmers* grew the *crops* or raised the *animals* that are the ingredients in their food.

Choose students to share out or "pair-and-share" which crops or animals their favorite food comes from. Ask students to draw a picture showing each of the steps from the book (grocery store, trucks, factories/bakeries, farms, farmers, crops/animals) and label each part. To extend this activity, older students can also add a short caption explaining each step. Afterwards, ask them to share out.

3. **What Do We Need to Grow? (Compare and Contrast):** Review the page that starts with "Seeds". Ask students to recall what seeds need in order to be able to grow. (*Sunshine and water are on the page, but soil and nutrients are not. Bring this to*

students' attention and ask them why most seeds also need soil and nutrients to grow. Listen for responses like good soil contains the nutrients that the plant needs to grow. The nutrients are the food for the plant. You may connect it to what they need to grow big and strong.)

You may ask students to use a T-Chart to list what they need to grow versus what a plant needs to grow.

- Older students can use this interactive one from ReadWriteThink (<http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>)
- Younger students can print this two-column chart with boxes to write in (<https://freeology.com/wp-content/files/twocolumnchart.pdf>).

Otherwise, you can simply make one on lined paper.

Another option is to have them compare and contrast what plants and humans need to grow. For this option, you may draw a simple Venn Diagram or use a Double Bubble Map (You do not need to stick to 3 bubbles per section. The number is unlimited! For additional comprehension, consider color-coding each section as in the example below.)

**Venn Diagram**

**Double Bubble Map**

**Constructing a Double Bubble Map**

The Double Bubble Map is a tool for comparing and contrasting things and ideas. Begin this map by drawing two larger circles and writing the words for the two things being compared in those circles. Next, add middle bubbles for words and phrases that show the similarities between the two things. Add outside bubbles connected respectively to the two things being compared for words or phrases that identify the differences.

4. **Career Web & Picture (Opinion Writing Prompt):** Ask students to help you create a web or circle map on the board or paper about all the different jobs involved in getting food from the farm to your plate. Encourage students to think outside the box (For example, they may think that if a farm has animals, the animals need a veterinarian to



care for it. Or, if their food comes in a box, ask students who makes or designs the box? Who writes the nutrition labels? Who makes the cardboard for the box? Go wild!).

If you wish, you can color-code jobs to match each step in the farm-to-table process. Afterwards, ask students to draw themselves doing one of those jobs. Have them to draw and label any tools or equipment they would need.

Then, they may write an opinion piece about why they like that job the best. They should include their opinion sentence, 1-2 reasons supporting their opinion, and a closing sentence. For older students, encourage them to use facts that support each reason and linking words and phrases to connect their sentences (*but, for example, and, in addition*).

5. **Other Lessons/Activities:** Choose any of our other lessons on our site for this book. You may even choose to check out an episode of Maryland Farm & Harvest on MPT to see real Maryland farms in action! Enjoy! (All episodes can be streamed for free online at: <https://www.pbs.org/show/maryland-farm-harvest/episodes/>)