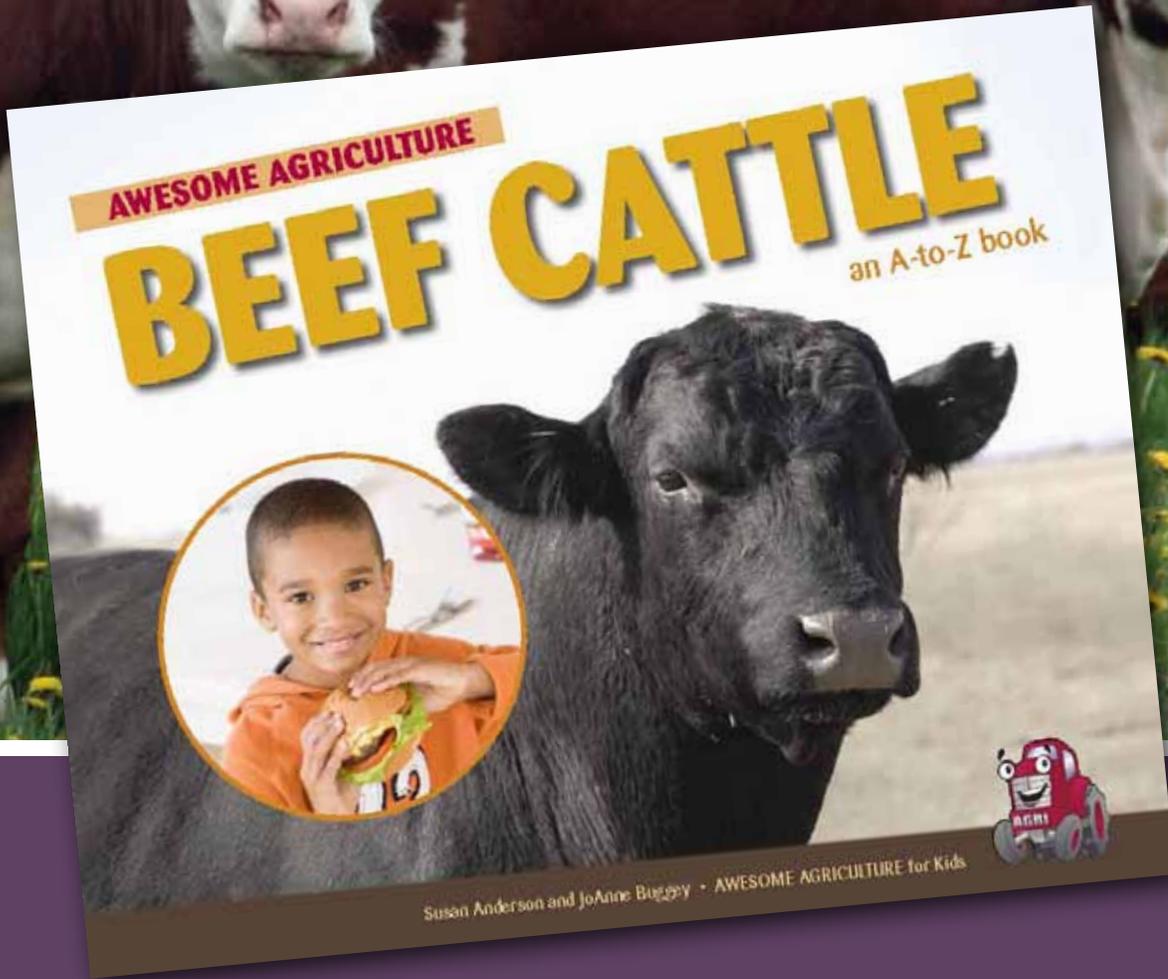


AccurateAg Books ELEMENTARY



EDUCATOR'S GUIDE



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Young Hereford Herd of Cattle on a Grassy Field, dcwcreations, 2013 used under license from Shutterstock.com

Black Cows in a Field of Yellow, Brad Whitsitt, 2013 used under license from Shutterstock.com

Free range cattle roam among the Sierra Nevada foothills, Richard Thornton, 2013 used under license from Shutterstock.com



The American Farm Bureau Foundation for Agriculture® is building awareness, understanding and a positive public perception of agriculture through education.

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WELCOME EDUCATORS!

SNAPSHOT

SUPPORTED BOOK:

“Beef Cattle an A-to-Z book” by Susan Anderson and JoAnne Buggiey

TARGETED GRADE LEVELS: K-3

TIME: Varies by activity

OBJECTIVES: Students will be able to...

- Identify common beef products.
- Explore breed variety.
- Define agriculture.
- Articulate ways that farmers care for animals.

SUPPORTED STANDARDS:

CCSS for English Language Arts

- Reading Standards for Informational Text K-5 (1) Ask and answer questions about key details in text (2) Identify the main topic and retell key details of a text (4) Ask and answer questions about unknown words in a text (7) Describe the relationship between illustrations and the text in which they appear.
- Reading Standards: Foundational Skills K-5 (1.d) Recognize and name letters of the alphabet.
- Writing Standards K-5 (1) Use combination of drawing, dictating and writing to compose opinion pieces about book.

CCSS for Mathematics

- K.CC.4: Understand the relationship between numbers and quantities.
- 1.MD.4: Represent and interpret data.

National Social Studies and History Standards from the National Council for Social Studies

- NSS-G.K-12.1 The world in spatial terms.

The following activities may be done independently, or combined, to support exploration of the feature text.



ACTIVITIES

DIRECTIONS

ACTIVITY 1: BOOKMARK BLACKOUT

TIME: 30 minutes

MATERIALS:

Bookmark (page 6, 1 per student), coloring utensils, scissors (1 per student), white board or poster, markers

OVERVIEW:

1. Ask students what they think of when they hear the words beef or cattle? Capture responses on a white board or poster.
2. Read the book to students.
3. Pass out one bookmark (provided) to each student. Instruct students to cut out their bookmark and show students how to fold on the line.
4. Have students draw a picture of beef cattle on one side and capture things they know about beef cattle on the other side.

Note: Younger students may draw pictures of things they remember or write words with the help of an adult.

5. Use the bookmark to cover text on select pages while asking students to recall key information represented by the image. Suggested Images:
 - (Bb) breeds
 - (Dd) diet
 - (Ee) environment
 - (Jj) jobs
 - (Nn) nutritious
 - (Vv) veterinarian

ACTIVITY 2: LETTER ROUNDUP

TIME: 30–45 minutes

MATERIALS:

Composition paper with illustration space, coloring utensils, letter prompts (page 7)

OVERVIEW:

1. After reading the book, break students into small working groups with adult facilitators/volunteers. Give each group one of the attached letter prompts. Read aloud and discuss the background information provided.
 - a. “A is for agriculture!”
 - i. Background Information: Agriculture is a word used to describe the production of food and fiber (like wool and cotton for clothing), as well as the management of natural resources like trees and fuel sources. Agriculture is an important industry because it gives us the things we need to survive: food, clothing and shelter.
 - b. “E is for environment!”
 - i. Background Information: Farmers and ranchers take care of the environment in many ways. They care for the land because that is their job! American farmers and ranchers have enrolled more than 31 million acres in the Conservation Reserve Program to help protect the environment and provide habitat for wildlife.
 - c. “J is for jobs!”
 - i. Background Information: There are many jobs connected to the beef industry. Cattlemen and cattlemen work hard to care for their animals and raise healthy animals. Veterinarians help keep animals healthy and they treat them when they are sick or injured. Animal nutritionists help farmers and ranchers decide the best combination of food to feed their animals. There are many more jobs connected to agriculture and the beef industry.



- Review the images associated with the letter in the book.
- Have each student copy the letter prompt on an individual sheet of composition paper, leaving room at the top to add an illustration.

Note: Younger learners may need assistance, while older learners may have the ability to elaborate on the statement.
- Ask each student to draw his or her own picture to support the statement.
- Bring all students back together and share statements and illustrations.

ACTIVITY 3: TASTE THE BEEF

TIME: 15–20 minutes

MATERIALS:

2–3 varieties of beef jerky cut into small pieces (1 piece of each variety per student), napkins (1 per student), white board or poster paper, markers

OVERVIEW:

- After reading the book, show students a sample of beef jerky.
- Ask students to share, by show of hands, who has tasted beef jerky before. Ask them to describe what it looks, tastes, feels and smells like.
- Distribute 1 napkin to each student.
- Distribute one variety of jerky to each student and ask them to do the following as a class:
 - Visually observe the jerky. What does it look like? Capture responses on a white board or poster paper in a section labeled with the specific jerky variety.
 - Physically observe the jerky. What does it feel like? Capture responses.
 - Smell the jerky. What does it smell like? Capture responses.

- Taste the jerky. What does it taste like? Capture responses.

- Repeat this process for each variety of jerky.
- Compare responses and vote on which variety students liked best.
- Share with students that beef jerky is a nutritious snack option that is low in fat and high in protein.

ACTIVITY 4: WHAT'S AT THE STORE?

TIME: 30–45 minutes

MATERIALS:

Grocery store advertisements, scissors (1 per student), glue sticks (1 per student), paper plates (1 per student), white board or poster paper, markers

OVERVIEW:

- After reading the book, revisit the letter G for “grocery store.” Share with students that there are many beef products for sale at the grocery store every day.
- Write the words “beef” and “steak” on the white board or poster paper. Ask students to look at the letter combinations and say the words aloud.
- Independently or in small groups, have students look through the advertisements for items that include the words “beef” or “steak.”
 - For younger learners, you may wish to cut out beef items prior to the activity. Spread images on a table-top and ask students to point to the words beef or steak as they select items.
- Have students cut out items and glue on a paper plate.
- Share collages and ask students to identify products they have not seen before.
- Look through discarded newspaper clippings to see if students missed any key beef cuts or products.



ACTIVITY 5: MY FAVORITE BREED

TIME: 30–45 minutes

MATERIALS:

White board or poster paper, markers, large world map, large U.S. map, map labels (page 8), tape

OVERVIEW:

1. After reading the book, revisit the letter B for “breeds.”
2. Connect to students’ prior knowledge by sharing that many animals have a variety of breeds. There are many breeds of dogs, for example. Ask students to identify different breeds of dogs they have seen or know of.
3. Review the four breeds presented in the book. As you share the following background information, tape the appropriate map label on the country or state mentioned on a large classroom map. Don’t forget to remind students where they are located on the map as well!

Note: For younger learners you may choose to share only one piece of background information per breed (i.e. where the breed originates from).

- a. **Brahman:** Brahman cattle are originally from **India**. Brahman are known for the large hump on the back of their neck. It is believed that Brahman cattle were first brought from India in 1849 by Dr. James Bolton Davis of Fairfield, **South Carolina**.
- b. **Hereford:** Hereford cattle are originally from the County of Herfordshire in **England**. Ranchers who needed an animal that could eat the grass in England and make nutritious meat efficiently developed this breed. In 1817 Henry Clay of **Kentucky** brought the first Herefords to America.
- c. **Charolais:** Charolais cattle are originally from **France**. The French liked this breed because of how large and heavily muscled it is. A Mexican man named Jean Pugibet brought the first Charolais to **Mexico** in 1930. In 1936 the King Ranch in **Texas** purchased the first Charolais in America from

Pugibet’s Mexican ranch.

- d. **Black Angus:** Angus cattle are originally from **Scotland**. They were originally called Aberdeen-Angus after two northern counties in Scotland. In 1873 George Grant brought four Angus bulls to his ranch in **Kansas**. These were the first Angus in America.¹

4. After exploring the breeds, ask students to select their favorite breed. Create a bar chart on the white board or poster paper indicating the number of students who prefer each breed.

ACTIVITY 6: CARING FOR WHAT I LOVE

TIME: 15–30 minutes

MATERIALS:

White board or poster paper, markers, students’ personal items that they love (1 per student)

OVERVIEW:

1. Ask students to each bring in an item that they love or a picture of an item they love.

Note: You may also have students visualize an item they love if you do not want to spend time having students bring in the item and share.

2. Ask students to briefly share the item they brought and why they love it.
3. Ask students to brainstorm what they do to care for the items they love. This can be done collectively as a large group or independently for older students. Capture responses on a white board or poster paper.
4. Share with students that, just like they care for things they love, farmers and ranchers care for animals. Have students brainstorm ways farmers and ranchers might care for animals. Listen for the following:
 - a. Providing feed and water throughout the year
 - b. Providing shelter if necessary

¹Breed Information Adapted From: Oklahoma State University Board of Regents. (1994). *Breeds of livestock*. Retrieved from <http://www.ansi.okstate.edu/breeds/cattle/>



- c. Helping if animals are sick or injured
 - d. Protecting animals from predators
5. If you have not read the book, do so now. If you have read the book, give students an opportunity to look back through the book, focusing on the pictures. Ask students to look for additional examples of ways farmers care for animals. Listen for the following:

Farmers and ranchers...

- a. Help newborn animals (“Cc Calf”).
- b. Give animals a balanced diet (“Dd Diet”).
- c. Identify animals to keep track of growth, eating and health (“Ii Identify”).
- d. Care for animals to produce high-quality meat (“Qq Quality”).
- e. Bring in veterinarians to help keep animals healthy (“Vv Veterinarian”).
- f. Make sure animals have access to food year round (“Ww Weather”).

ACTIVITY 7: FARMERS CARE SONG

TIME: 10–15 minutes

MATERIALS:

White board, poster or projector to display lyrics

OVERVIEW:

Farmers and ranchers care for animals in many ways. Use this song as a fun way to introduce or wrap-up your exploration of beef cattle. The song is written to the tune of “The Ants Go Marching.”

1. Display the following lyrics and introduce actions:

- Farmers care for animals—They do! They do!
*Action: *Wrap arms around shoulders to give self a hug.*
- Farmers care for animals—They do! They do!
- They feed, they water and shelter them. *Action: *Place palms face up as if offering food (feed). Hold and pour an imaginary watering pitcher (water). Place hands above head to form a triangle (shelter).*
- They wake up the next day and do it again.
*Action: *Stretch arms as if just waking up.*
- 'Cause farmers work to feed me and you, and you and you! *Action: *Point at self (me) and others (you).*

2. Sing song as a group and in a round if students are able!





**ACTIVITY 1:
BOOKMARK BLACKOUT "BOOKMARK"**

CUT



WHAT DO YOU KNOW ABOUT BEEF CATTLE?

FOLD

**B
E
E
F**

DRAW A PICTURE OF BEEF CATTLE HERE!



**ACTIVITY 2:
LETTER ROUNDUP “LETTER PROMPTS”**

A is for agriculture!

E is for environment!

J is for jobs!



**ACTIVITY 5:
MY FAVORITE BREED "MAP LABELS"**

India

**South
Carolina**

England

Kentucky

Mexico

Texas

Scotland

Kansas

France

Our Class In

City, State

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FACT OR FAIRY TALE

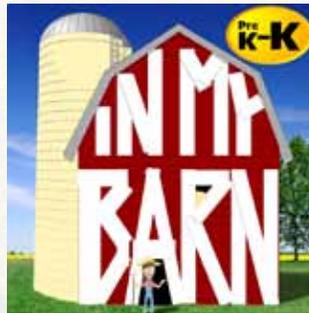
PLAY TIME: 7 minutes

GRADES: K-2

CURRICULUM AREAS: Science

AG THEMES:

Agriculture is Everywhere,
Farmers Care for Animals,
Farmers Feed the World



IN MY BARN

PLAY TIME: 5-7 minutes

GRADES: Pre K-K

CURRICULUM AREA: Math

AG THEMES:

Farmers Care for Animals



MEMORY MATCH

PLAY TIME: 10 minutes

GRADES: K-2

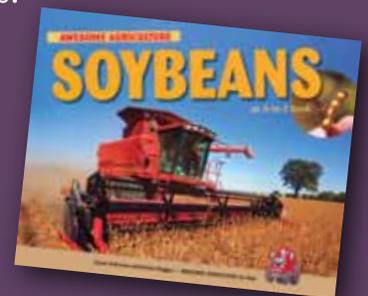
CURRICULUM AREA:
Language Arts

AG THEMES:

Farmers Steward the Land,
Farmers Feed the World,
Farmers Care for Animals

Additional books in the Awesome Agriculture Series are all authored by Susan Anderson & JoAnne Buggey. Published by Northwest Arm Press.

- "Corn an A-Z book"
- "Soybeans an A-Z book"
- "Beef an A-Z book"
- "Pigs an A-Z book"
- "Soybeans in the Story of Agriculture"
Winner of the AFBFA Book of the Year Award
- "Corn in the Story of Agriculture"
- "Pigs and Pork in the Story of Agriculture"



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