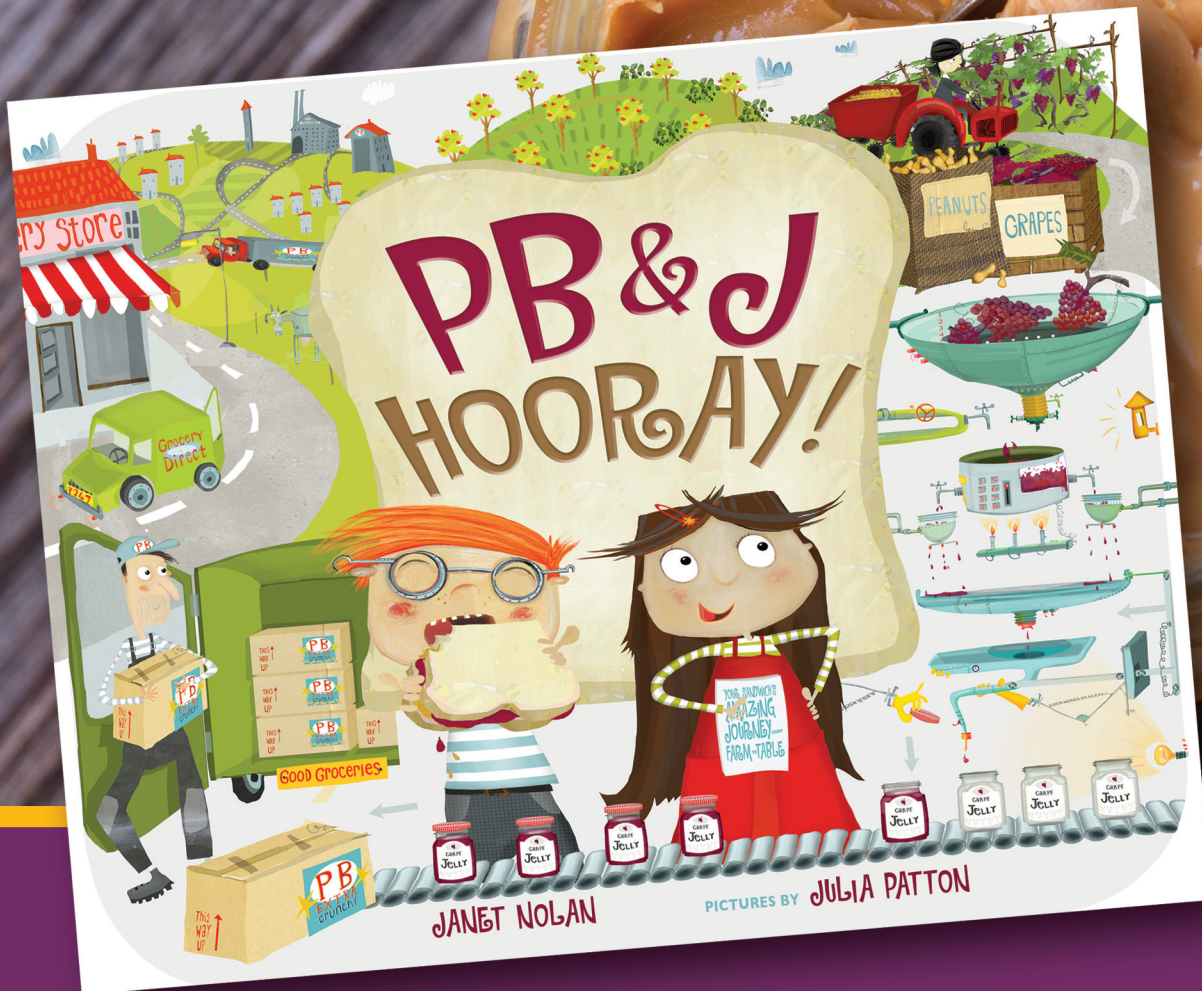




AMERICAN FARM BUREAU  
FOUNDATION FOR AGRICULTURE

AccurateAg  
Books ELEMENTARY



EDUCATOR'S GUIDE





## Acknowledgements

Special thanks to Irene Sprick of Virginia for her expertise in the creation of the content and collaboration of this educators guide.

*PB & J Hooray!* is published by: Albert Whitman & Company, 2014. All rights reserved. Author: Janet Nolan. Book illustrations by Julia Patton, copyright © 2014.



AMERICAN FARM BUREAU  
FOUNDATION FOR AGRICULTURE

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

600 Maryland Avenue, SW | Suite 1000W | Washington, DC 20024

800.443.8456 | [www.agfoundation.org](http://www.agfoundation.org)

©2013 American Farm Bureau Foundation for Agriculture. All Rights Reserved.





# Welcome Educators!

## Snapshot

**T**his educator's guide was developed to help professional and volunteer educators provide opportunities for students to experience *PB&J Hooray!* by Janet Nolan. This engaging book introduces students to where their food comes from by taking them on a trip from the kitchen to the grocery store, distribution truck, factories and finally back to the farmer and the seed.

**Grade levels:** K-2

**Standards covered include:**

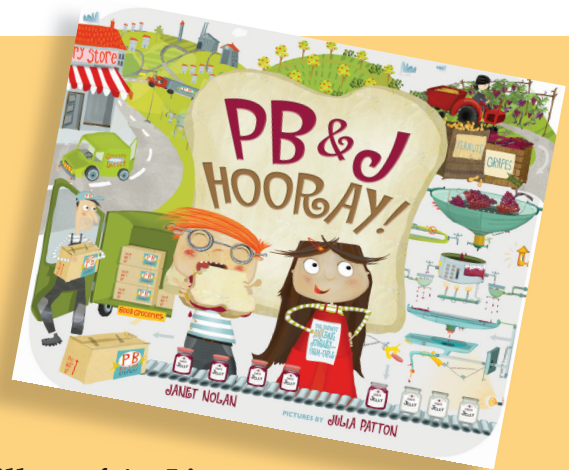
**Literacy RF.K.2.2** – Recognize and produce rhyming words

**Literacy L.K.5.A** – Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent

**Math.Content.KG.A.2** – Correctly name shapes regardless of their orientation or overall size

**Math.Content.KG.B.6** – Compose simple shapes to form larger shapes (i.e., combine two squares to form a rectangle, two triangles to form a square)

**Literacy.S.L.K.4** – Describe familiar people, places, things and events, and with prompting and support, provide additional details



### Pillars of Ag Literacy:

- How Farmers use land to grow crops
- Identify healthy food options

### Materials:

- *PB&J Hooray!* by Janet Nolan
- Copies of activity sheets
- Scissors
- Glue
- Plastic or real foods

## Ideas for Classroom Instruction

This educator's guide is designed to make your job easier! Standards-based alignment of activities helps validate and guide implementation of this book. Check out these specific suggestions for implementation:

- Read the book at the start of the month and do one activity each week to reinforce concepts.
- Invite a local farmer or rancher into your classroom to answer questions.
- Create a bulletin board with Activity 4 cards.





## Suggestions for Volunteer Educators

You don't have to be a teacher to benefit from this guide! Whether you are a farmer, rancher or someone simply interested in sharing the story of American agriculture, you can leverage this tool to help engage young learners. Review the following suggested steps to begin sharing this resource!

- Familiarize yourself with the educator guide.
- Contact local K-2<sup>nd</sup> grade teachers and identify at least 1 hour to meet with students.
- Use the guide to read the book to students and complete one or more activities depending on time.
- Leave a copy of the book or encourage the instructor to find a copy at the local library. Also leave the educator's guide and encourage the instructor to use the remaining activities. You may also wish to schedule subsequent visits with students in the future to facilitate more activities.

## Introduction

This book is a fantastic introduction for students on the topic of: "Where did my food come from?" We encourage you, before you read the story in class, to ask students where peanut butter, jelly and bread come from. Listen to their answers and write them down. After the story revisit these questions and see if their answers have changed. Engage students in a conversation about agriculture in the United States.

### Reading the Book

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.

Read *PB & J Hooray!* by Janet Nolan. Explain that this story is told through a series of questions. Ask students to find the answers to these questions as they listen to the story.

- Where does food come from?
- Where does the grocery store get the food?
- Where do the bakeries and factories get the ingredients to make the food?







# Activities

## ACTIVITY 1: Sticky Rhyme Time

### Lesson Time Estimate

15 minutes (additional 10–15 minutes if the bonus activity is done during class time)

### Standards

Literacy RF.K.2.2 – Recognize and produce rhyming words

### Materials

Copy of worksheet for Activity 1, one per student, or interactive white board and markers

### Outline

After reading the story, discuss the following questions:

1. How did the peanut butter get to the store?  
(*by truck*)
2. Where do grapes grow? (*on a vine*)
3. Which plant gives us bread? (*wheat*)
4. What are rhyming words? (*words that repeat similar sounds*)
5. Is there a rhyme in the title of our story?  
(*J and hooray*)
6. Ask for examples of rhyming words, such as mat and cat, bug and rug.
7. We can find rhymes for some of the words in our story. Complete Activity 1.

### Bonus Activity

This is an additional activity to complete as time allows. It may also be sent home with students for family time.

When eating peanut butter (or sunbutter and other butters), the tongue can get stuck on the roof of the mouth. Words can do that to our mouths as well. These sticky word sentences are called tongue twisters.

Share a tongue twister (such as Peter Piper..., She sells seashells..., Rubber baby buggy bumpers...) with the class. Explain that the words do not rhyme, but most start with the same sound.

Challenge students to create tongue twisters using their own name. Instruct them to make a sentence of four or more words using the same first letter as in their first name.

*Example:* Picky Peter prefers peanut butter.





## ACTIVITY 2: Where on the Farm Is...?

### Lesson Time Estimate

10–15 minutes

### Standards

Literacy L.K.5.A – Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent

### Materials

- Actual foods (or plastic) to show the different shapes, including apple, carrot, potato, wheat stalk (if available), grapes, etc.
- Copy of Activity 2, one per student
- Scissors and glue

### Outline

1. After reading the story, survey the group to learn if anyone has a garden at home. What can they tell us about their gardens? Do they grow different types of vegetables or foods? Do all the plants grow the same way?
2. Discuss how various foods are grown: on trees, above ground, on vines, underground.
3. Ask students to give examples of food grown on trees, underground, etc.
  - Grapes – vine
  - Peanuts – underground
  - Wheat – above ground
  - Apples – tree

4. Hand out the activity sheet. Discuss with students how we eat many parts of a plant—roots, stem, leaves, flowers and more. Explain: *In this farm, you will see some places where different foods grow. Cut out the pictures and glue the food in the place where it grows. Remember, your picture may be a root, stem or something else.*
5. Each of the foods is also a different shape. Review the different shapes with younger children before gluing the foods in place.

### Bonus Activities

1. **Play Farm to Cart!** It is a free downloadable board game.  
  
Introduce players Pre-K–Elementary to the general process for the production of various agricultural products. Players will become aware that farmers use land in different ways to grow crops. Available on [www.agfoundation.org](http://www.agfoundation.org) under “Resources.”
2. **Read “Tops and Bottoms” by Janet Stevens.** This fiction story focuses on the different parts of plants that provide food for us. Ask what other foods may be *tops*, *bottoms* or *middles*.





### ACTIVITY 3: What Shape Is Your Sandwich?

#### Lesson Time Estimate

15–20 minutes

#### Standards

Math.Content.KG.A.2 – Correctly name shapes regardless of their orientation or overall size

Math.Content.KG.B.6 – Compose simple shapes to form larger shapes (i.e., combine two squares to form a rectangle, two triangles to form a square)

#### Materials

- Copies of Activity 3, one per student, or pre-cut shapes from Activity 3
- Scissors (if students cut their own shapes)
- Optional: bread to cut into shapes to show different shapes

#### Outline

1. Ask students to identify some basic shapes. Be sure they mention square, triangle and rectangle.
2. See if students can find examples of the shapes by locating items in the classroom. Are those things made up of more than one shape?
3. Discuss making food into shapes, such as how do they like to cut sandwiches: into squares, rectangles or triangles? Proceed to cut the bread slices into squares, rectangles and triangles. Demonstrate how the pieces can be put back to make a whole piece.

4. Distribute Activity 3 and have students play with the different shapes to put them into the shape of a sandwich.
5. How many combinations did they find?

### ACTIVITY 4: How Did My Sandwich Get to Me?

#### Lesson Time Estimate

10–20 minutes

#### Standards

Literacy.W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure

Literacy.W.1.7 – Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic, and use them to write a sequence of instructions)

#### Materials

- Copies of Activity 4, one for each student, or project the activity on interactive white board
- Optional: Activity 4 picture cards for group game

#### Outline

1. After reading the story, discuss these situations that provide the sequencing in the story and explain how food gets to the consumer:
  - a. Farmers plant seeds.



- b. Crops grow and farmers harvest them.
  - c. Bakeries and factories prepare the final product.
  - d. Trucks take the product to stores.
  - e. Shoppers purchase the products.
  - f. Children (consumers) use or eat the products.
2. Using the activity page, have students number the events in the proper order.

### Optional Group Activity

- Use the game cards for Activity 4.
- Divide students into groups of six, if possible (so each will have a card), and give each student a sign card.
- Ask the group to sequence the events in the story.
- If students are not able to order themselves, the leader may give the signs to six children and discuss the steps as a group and ask the one with the correct sign to come forward as that step is discussed.



## ACTIVITY 5: Yes, Hooray! or No Way!

### Lesson Time Estimate

10–20 minutes

### Standards

Literacy.S.L.K.4 – Describe familiar people, places, things and events, and with prompting and support, provide additional details

### Materials

Space to stand / sit

### Outline

1. After reading the story, briefly discuss possible substitutions for the food in the story:
  - What could we change the peanut butter to? (*sunbutter, almond butter*)
  - What could we change the grape jelly to? (*honey, apple butter, strawberry jelly*)
  - What could we change the bread to? (*crackers, tortillas, gluten free bread*)
2. Discuss how each of these changes would still give us good food to eat; however, there are some things that are not good for us to eat. For this next section have everyone stand up. Students will listen to the idea combinations. When they hear a combination people can eat, have them **jump up and shout, “Hooray!”** If people cannot eat it, have them **sit down, frown, and shout, “No Way!”**

Note: If students need to stay at desks, they could do smiles/frowns or thumbs up/thumbs down.





3. Ask students: Would you like to eat:

- Tomato soup and grilled cheese?
- Sauerkraut and shoes?
- Spaghetti and meatballs?
- Bicycles and trucks?
- Milk and cornbread?
- Pinecones and crayons?
- Ham and cheddar cheese?
- Potato chips and mud?
- Chicken and waffles?
- Paper and pencils?
- Sunbutter and honey?

If time allows, ask students to come up with their own ideas for the edible and non-edible pairs.

- Contact a local Farm Bureau or Ag in the Classroom to see if you can set up an Ag Pen Pal program with a farmer.

### Videos

From America's Heartland:

[http://www.americasheartland.org/episodes/episode\\_602/peanuts.htm](http://www.americasheartland.org/episodes/episode_602/peanuts.htm)

### Books

We suggest these books for further discussion about agriculture:

- "How Did That Get in My Lunchbox?" by Chris Butterworth
- "Who Grew My Soup" by Tom Darbyshire
- "Plants Feed Me" by Lizzy Rockwell

### More Activity Suggestions

- Grind whole wheat berries into flour using a coffee grinder so students can see how one thing can turn into another. You can also do this with peanuts/peanut butter if there are no allergies.
- Discuss the nutrition of peanuts.
- Talk about George Washington Carver and the history of peanuts.
- Discuss the life cycle of peanuts, grapes, and or wheat.
- Put on a PB & J Play: Turn the book into a short play for your students to act out for parents.
- Create a PB & J bulletin board using the cards from Activity 4.



## ACTIVITY 1 – Sticky Rhyme Time

**Directions:** Draw a line from the words below to the rhyming word at right.

**floor**

**luck**

**feet**

**duck**

**mine**

**yuck**

**fine**

**more**

**nine**

**meat**

**four**

**sweet**



store



truck



vine



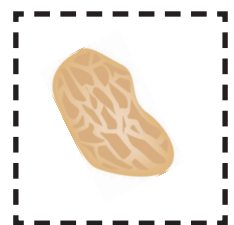
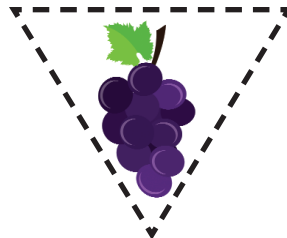
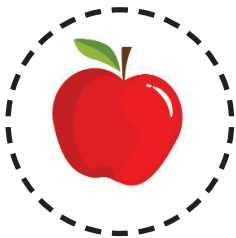
wheat





## ACTIVITY 2 – Where on the Farm Is...?

**Directions:** In this farm, you will see some places where different foods grow. Cut out the pictures and glue the food in the place where it grows. Remember, your picture may be a root, stem or something else.

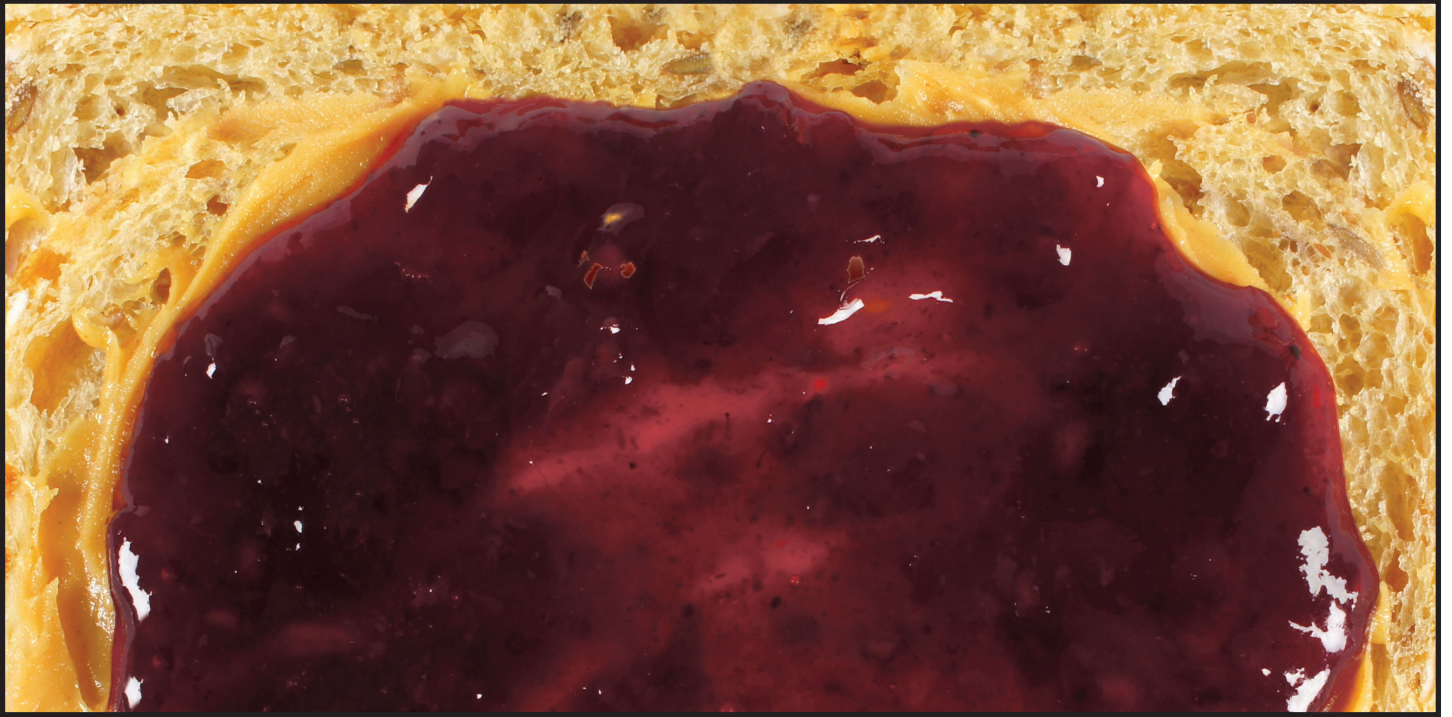




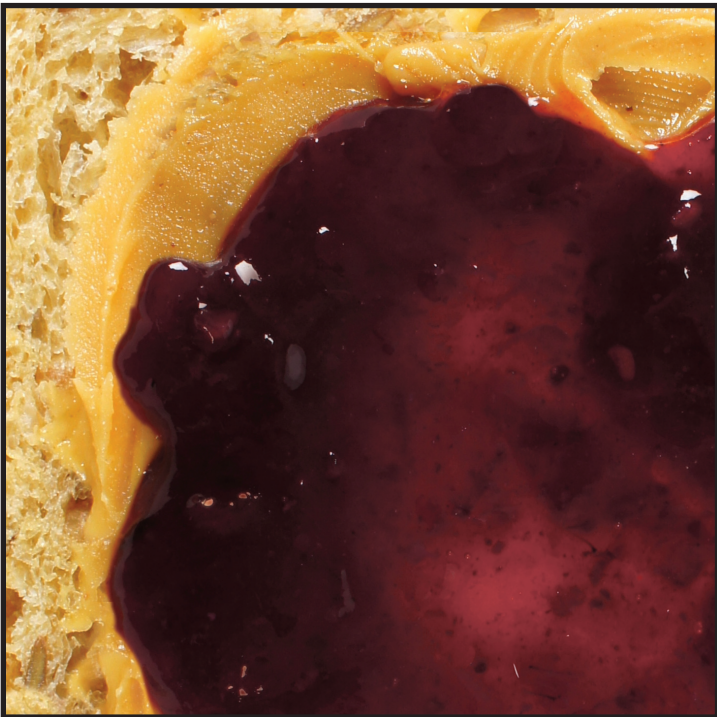
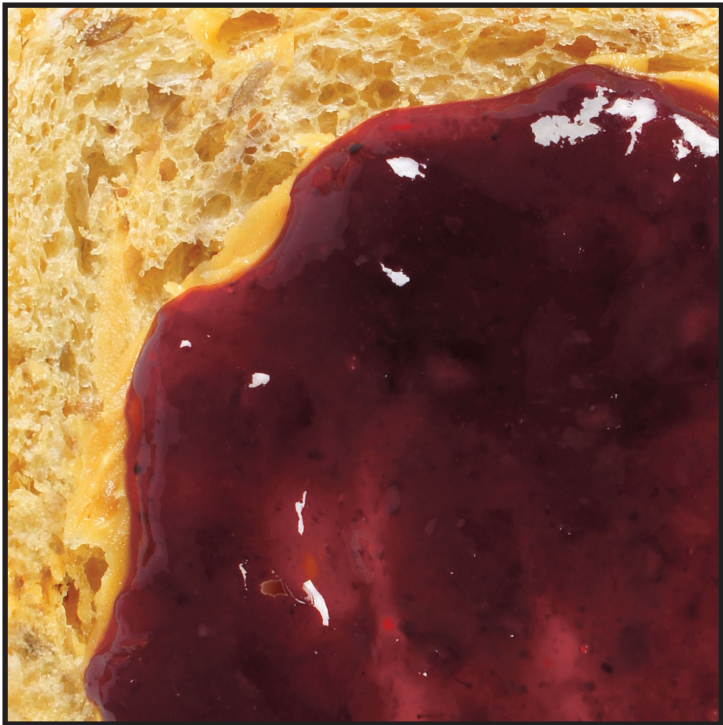
## ACTIVITY 3 – What Shape Is Your Sandwich?

**Directions:** Using the pieces provided, make a square sandwich!















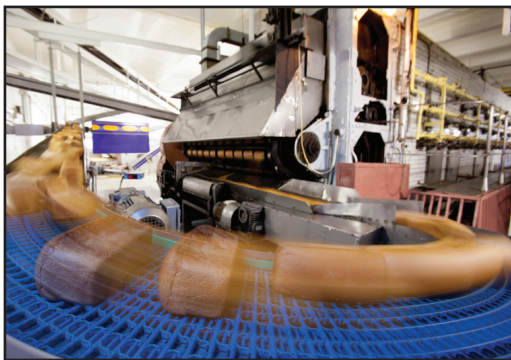






## ACTIVITY 4 – How Did My Sandwich Get to Me?

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

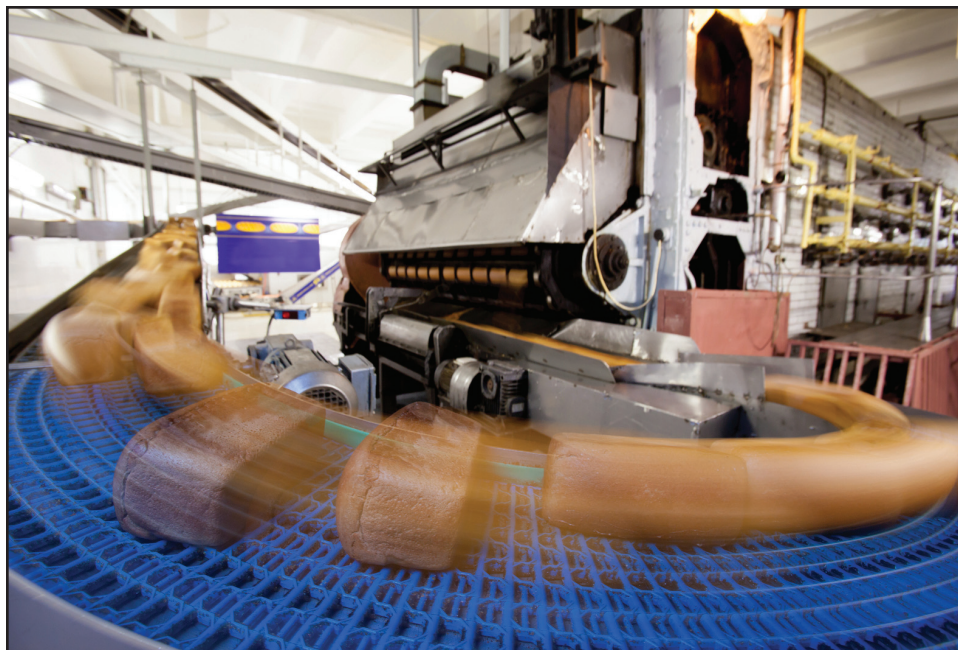


\_\_\_\_\_





## ACTIVITY 4 Cards











## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines or other markings on the page.





# My American Farm

My American Farm was built for educators, learners and their families with free downloadable resources and fun family activities to explore:  
[www.myamericanfarm.org](http://www.myamericanfarm.org)

## Lesson Extenders:



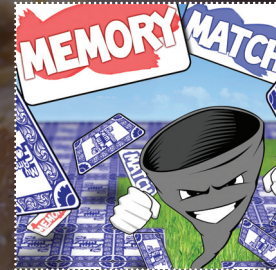
### Load the Lunchbox

- Play time 5-7 minutes
- Grades Pre-K
- Curriculum Area: Health
- Agriculture Themes:  
Agriculture is everywhere,  
Farmers feed the world



### Farmers Market Challenge

- Play time 5-7 minutes
- Grades K-2
- Curriculum Area: Math
- Agriculture Themes:  
Agriculture is everywhere,  
Farmers feed the world



### Memory Match

- Play time 5-7 minutes
- Grades Pre K- K
- Curriculum Area:  
Language Arts
- Agriculture Themes:  
Farmers feed the world,  
Farmers care for the land





**AE-PBJLP15-001-001**



AMERICAN FARM BUREAU  
FOUNDATION FOR AGRICULTURE™

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

600 Maryland Avenue, SW | Suite 1000W | Washington, DC 20024

800.443.8456 | [www.agfoundation.org](http://www.agfoundation.org)

©2013 American Farm Bureau Foundation for Agriculture. All Rights Reserved.