

# FIVE MINUTE IDEAS FOR ELEMENTARY STUDENTS

1. Play twenty questions using agricultural items to guess.
2. Play “Going to California” with an agricultural theme. “If I were going to California, I’d take apples, bulls, calves, dogs, eggs, fences, goats ect”.
3. Create story problems using farm terminology. Example: Perimeter: A farmer needs a new fence for the barn lot. The lot is 50 feet by 35 feet. How many feet of fencing should be bought?
4. On Earth Day have students list ways wildlife depend on farmers for their existence.
5. Have students tell what they ate for a meal and then trace product back to the farm. (Examples: Pancakes: milk-cow, flour-wheat, eggs-chicken, shortening-soybean).
6. Have students look around schoolroom to find things that came from a farm. Examples: glue, paper, pencils, clothing, chalkboard erasers, books, rubber items, wood items, Venetian blind cords, drapes, flags ect.
7. Read “Thanksgiving Feast, 1621” by Aileen Fisher (poem). Discuss and compare the menu at the first Thanksgiving to one served today. Discuss the differences in procuring and preparing.
8. Create writing – Pretend you are a child the age who went west with Lewis & Clark. What did you see? What did you eat? How did you travel? Where did you sleep? Emphasis: dependency on the land to provide for needs.
9. Have students make hidden word puzzles on graph paper of items from supermarket that came from the farm. Then run off copies of each one and store in folders for students to do in odd moments.
10. Give a current events assignment that restricts report to items of agricultural nature.
11. Give students old magazines and cut out pictures to staple on bulletin board for a collage of occupations related or dependent upon agriculture.
12. Have students make pictures on poster board using seeds. (Pumpkin, sunflower, wheat, Milo, corn ect).
13. Cut hand holes on four sides of a small covered box. In it place some wool fleece, cotton washcloth, linen towel, cardboard square, cotton rug yarn, burlap material, and short sections of cotton or hemp rope. Students place hand in box and identify object and write it down. They then name and write down the agricultural product it was made from.
14. Use outline of US with states boundaries marked. Give students individual state cutout and have them label the state, capitol, and leading agricultural product. The students then reassemble the map on a sheet of poster board.
15. When studying a particular agricultural specialty (such as wheat belt, corn belt, ect) have students list related industries, such as truck drivers, driving to and from the farm and markets, fertilizer markers, seed growers ect.
16. In nutrition study, have students trace food to its “roots”. Example: milk-cow-grass, grain-corn-Milo, hay-alfalfa).
17. When studying the food chain in science—have students name several different food chains and point out that they all begin with plants. This will emphasize the need for conservation of soil.
18. Relating to agriculture the life cycles of plants and animals.
19. Play spelling tag. Start with the word Agriculture. Go around the room and have each student tag on a word to the end of the previous word. All words should have to do with agriculture. Example: agriculture, egg, goat, topsoil, lamb, ect..
20. Go around the room and have each student finish this sentence, “If I were a farmer, I’d raise....”. Each student tries to name a different crop.
21. Name machines that are important to modern farming: combines, radios, computers, airplanes, video cameras, ect. Talk about their uses.

