

Grade Level: 1

Title: Strawberries are the Goods (April/May)

Purpose:

To develop an understanding of “needs” and “wants” of humans

Subject Area(s) Addressed:

Social Studies, Science, Math Language Arts

Common Core/Essential Standards:

ELA:

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Studies:

1.E.1.2 Identify examples of goods and services in the home, school and community.

1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.

Vocabulary:

consumers	provide
farmer	receive
goods	services
money	wages
producers	

Materials Needed:

pretend money
real or pretend strawberries (If your class is not growing strawberries, or does not have enough, you may be able to arrange to acquire a flat of berries from a local farm)
props for farmer, grocer, farm stand, home (cash register, strawberry baskets, shopping cart, apron, signs, tractor or wagon, table, display shelf, labels)
flash cards of the vocabulary words

Teaching Strategy:

Students will drive this lesson with their knowledge, experiences, and imaginations. Its main purpose is language experience using the farm, etc. as a motivator.

Review: Introduce or review the vocabulary words. Have students give examples of each word related to their lives.

Assignment: When the harvest of strawberries comes in (April to May), set up “The Farm,” a “Farm Stand,” a “Grocery Store,” and “Home” near the strawberry plants or in the classroom. Divide the class into groups for each setting. Have each group discuss the vocabulary words and how they relate to their setting. The teacher should move around to the groups asking questions about the roles each person has at his/her location. What would you be doing if you were the ...? (consumer, farmer) How much money would you need for...? (strawberries, a truck, to pay your pickers?) After several minutes, have each group act out the vocabulary words as they pertain to their setting

Role playing: Give the students time to interact with the other groups, role playing their respective jobs using money.

Extension Activity:

If you are raising strawberries and there are enough berries, set up your own, “Strawberry Farm Stand.” Sell to parents, teachers or in the neighborhood. If there are not enough for the community, each day, let a group of children be the farmers and pick the berries and decide what to do with them (i.e. consume them, sell them, donate them, cook them). Predict when and plan for the next “sale day” for ripe strawberries will be in the garden.

Background Information:

This lesson is best taught later in the year after having had prior experiences with producers and consumers. The students should also have had prior experiences in the role of farmers in the production of strawberries so they understand what jobs are involved. Remember that a farmer may sell his/her berries many ways: Pick Your Own, already picked at the farm, at an off-farm location, or wholesale to other sellers. It is important for students to understand that the roles in the community of consumers and producers changes.

Resources:

Strawberry picking at a NC farm (Lilley Farm):

www.youtube.com/watch?v=8LcEJY-SQAU&list=PLDFED9BF07D8F455A

Picking on a NC member farm in Maryland:

www.youtube.com/watch?v=gpDb4xJ1kww&list=PLDFED9BF07D8F455A

Faces in the Field—a variety of North Carolina folks - NC Strawberry Association video: www.youtube.com/watch?v=fErpwEqOgbI

A Day at a NC Strawberry Farm: www.youtube.com/watch?v=pMMvTdrtCg

Meet your Neighbor (video)- produced by Harris Teeter, talk about wholesale, show farmworkers. May want to show without the sound so not promotional

Cottle Farms: www.youtube.com/watch?v=-R2m0xmxnac

Lewis Nursery and Farms: www.youtube.com/watch?v=Hgub0tSLOCw

Assessment: Observation of interaction and role playing.

North Carolina Strawberry Association – www.ncstrawberry.com

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