

NC's Top Ten

Purpose

To help students learn the top ten agricultural commodities produced in North Carolina and to increase understanding of the economic impact agriculture has on our state.

Competencies

Reading Goal 1

Math Goal 1

Social Studies Goal 4

Social Studies Goal 6

Vocabulary

| | |
|-------------|--------------|
| commodity | greenhouse |
| commodities | agriculture |
| broilers | agricultural |

Materials Provided

- NC's Top Ten Lesson Plan
- NC's Top Ten Guessing Sheet
- NC's Top Ten Random Answer Sheet
- Farm Income table copied from North Carolina Highlights Brochure
- Numbered Heads directions and questions.

Materials Needed

- Brochure from NC Department of Agriculture; North Carolina Highlights

Available at: NC Department of Agriculture & Consumer Services
2 West Edenton Street
Raleigh, NC 27601

<http://www.nass.usda.gov> or <http://ncagr.com/stats>

Teaching Strategy

Preparation

1. Make copies of NC's Top Ten Guessing Sheet and NC's Top Ten Random answer sheet for each student.
2. Obtain copies of North Carolina Highlights Brochure or online version for each student. If neither is available, make copies of Farm Income table included in this lesson plan.

Execution

1. Conduct a brief discussion about crops and farm animals in North Carolina. Talk about those commodities that students have seen in the area where they live.
2. Ask students to consider if they can name the top ten agricultural commodities produced by North Carolina farmers.
3. Distribute copies of NC's Top Ten Guessing Sheet and direct students to fill in the first/left column making their best guesses.
4. When sufficient time has passed, distribute copies of NC's Top Ten Random Answer Sheet for student review. Ask students to compare their guesses with the answers provided. Clear up any vocabulary questions. NOTE: Many students will ask about broilers. Broilers are chickens raised and sold for their meat. A chicken filet sandwich is an example.
5. Once students have copies of NC's Top Ten Random Answer Sheet, direct them to move to the middle column on their NC's Top Ten Guessing Sheet and attempt to rank the items listed on NC's Top Ten Random Answer Sheet.
6. When students have had the opportunity to rank commodities, distribute copies of the Farm Income Table from the North Carolina Highlights Brochure or online version. Challenge students to examine the brochure to locate the specific table that will provide the information they will need to fill in column 3 of NC's Top Ten Guessing Sheet. Ask volunteers to demonstrate that they have found the correct table and ascertain that all students have located it before directing them to fill in the final column with the correct answers.
7. Ask students to review the table from the brochure and comment on any surprises or especially interesting facts they found.
8. Lead the class in the "Numbered Heads Number Reading " activity.