

Day Seven, Lesson #8

Time Estimate: 30 minutes
Content Area: Social Studies/Math
Sequencing/Language
Grouping: Large Group to Individual

Objectives

- ♦The student will use vocabulary skills to define words which describe a peanut farmer's duties.
- ♦The student will correctly sequence the duties of a peanut farmer.
- ♦The student will construct a timeline depicting the duties of a peanut farmer.

Materials

- ♦Activity Sheet #7
- ♦Sentence strips
- ♦Tape

Procedure

1. Make sentence strips with the following phrases (embolden or highlight words as indicated): (1) **Fertilize** the fields, (2) **Plow** the soil, (3) **Plant** the seeds, (4) **Cultivate** to rid the field of weeds, (5) **Spray** to eliminate bugs and diseases, (6) **Irrigate** the peanuts, (7) **Harvest** the peanuts, (8) **Separate** the peanuts from vines and (9) **Haul** peanuts to a buying station.
2. Place sentence strips out of order on blackboard where all can see them. Review meanings of difficult words. Discuss the part of speech which describes each of the highlighted words (verbs).
3. Have students write down the phrases in the order they believe to be correct.
4. As a class, have students try to guess the correct order of a peanut farmer's duties by sequencing the phrases. Allow students to change someone else's guess if they can explain why they disagree.
5. Hand out Activity Sheet #7. Have students compare the sequence they guessed to the correct sequence in the activity sheet.
6. Have students create a timeline depicting the steps of a peanut farmer's responsibilities.

Assessment Questions

Is the student able to define unfamiliar words? Can the student sequence correctly? Can the student construct a timeline?

Day Seven, Lesson #9

Time Estimate: 30-40 minutes
Content Area: Math
Grouping: Large Group

Objectives

- ♦The student will discover numerical information about peanuts in the U.S. by working through word problems.
- ♦The student will practice addition, subtraction, multiplication and division.

Materials

- ♦Activity Sheet #8
- ♦Blackboard and chalk

Procedure

1. Hand out Activity Sheet #8.
2. As a class go through the sheet together, allowing students to share their guesses before revealing the correct answers.
3. Work word problems one at a time, allowing students time to try to figure them out individually. Some examples are: How many pounds of peanuts would an average farmer be able to grow on a typical size peanut farm? How many pounds of peanuts are produced in a typical year in the United States using the average yield and total acreage provided? (Convert the total pounds into tons.) How many pounds of peanuts are exported each year?
4. Have a student come to the blackboard for each problem and write down the calculation involved. Allow class to agree or disagree each time. Guide students with incorrect answers to the correct answers.

Assessment Questions

Can the student name some numerical facts about the growth of peanuts in the U.S.? Does the student demonstrate ability to synthesize word problems? Is the student able to add, subtract, multiply and divide?