



PICKING PEANUTS

GRADE LEVEL: 2-3

SUBJECT: Language Arts

NATIONAL STANDARD(S):

(K-2) LA 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8

(3-5) LA 1.3, 1.4, 1.8, 2.1, 3.1, 3.3, 3.7, 3.8

THEME: Peanuts

FOOD AND FIBER TOPIC: I-A, B

LEARNER OBJECTIVES:

The student will create sentences, using words printed on pictures of peanuts.

VOCABULARY

cholesterol— A fatty substance that can be harmful in excess. Can be found in certain food, especially meats and nuts.

content— All that is contained in something.

extract— To draw out by effort

legume— A type of plant with nodules on its roots which can take nitrogen from the air and pass it on to the plant for the plant to use and store.

protein— A group of amino acids bonded together which are essential to life. They are obtained from foods such as lean meats, nuts and from vegetables such as beans.

poultry— Domestic birds raised for eggs and meat.

BACKGROUND

The peanut is not really a nut, but a legume, related to beans and peas. The first peanuts probably grew in Brazil. The nuts of the peanut grow underground. In the United States, peanuts grow best in light textured, sandy soils. Georgia and Oklahoma are states that produce lots of peanuts.

People eat large numbers of peanuts in the form of nuts, peanut butter, candy bars and baked goods. Other peanuts are crushed to extract peanut oil for cooking. Peanut oil is usually more expensive to use in cooking than other oils. However, since it has no flavor, no cholesterol and can be heated to a higher temperature without smoking, it is used by many restaurants for frying foods. It is also used in margarine, shortening and salad oil.

Peanuts are 25 to 30 percent protein and about 50 percent oil. The meal that remains after the oil is extracted from peanuts makes an excellent feed for cattle, hogs and poultry because of the high protein content. In early days, peanuts were grown as feed. Hogs, in particular, like peanuts and will root out the nuts themselves if turned into the peanut fields. Whole peanuts seldom are used for animal feed today, since peanut growers make more money selling them for people to eat. Some other names for the peanut are “groundnut,” “pinder” and “goober.”

STEP-BY-STEP INSTRUCTIONS

1. Bring unshelled peanuts to class and hand out two or three to each student. Have them examine, describe and discuss the different qualities of the peanut. Ask if anyone has ever eaten peanuts or any kind of food made with peanuts.
2. Share the background information.
3. Hand out student worksheets. Read through the instructions with your class. Have students create sentences, using the words printed on the peanut shapes.

RELATED ACTIVITIES

1. Pass out a few peanuts to each student. Have students shell the peanuts, then crush the meat on a piece of dark-colored construction paper and observe the oily spot that appears.
2. Have students read labels on products they find at home and make a list of all those which contain peanut oil.
3. Grow a classroom peanut plant. Soak unshelled, unroasted peanuts in water overnight. Push three peanuts one inch deep into level soil in a clay pot. **DO NOT** pack the soil. Keep the soil moist, but not wet. Peanuts should sprout in five to eight days.

RESOURCES

Student Books

- Agnew, S. (1970). The Giant Sandwich. Doubleday.
- Aliki. (1988). A Weed is a Flower: The Life of George Washington Carver. Simon and Schuster.
- Collins, D. (1990). George Washington Carver. Watts.
- Gelman, R. (1980). The Biggest Sandwich Ever. Scholastic.
- Hoban, R. (1964). Bread and Jam for Frances. Harper and Row.
- Joose, B. (1987). Jam Day. Harper and Row.
- McLean, B.(1991). The Best Peanut Butter Sandwich in the Whole World. Firefly.
- Seymour, D.(1965). The Sandwich. Wonder.
- Steadman, R.(1967). Jelly Book. Scroll.
- Wallace, I. (1976). The Sandwich. Kids Can Press.
- Westscott, N. (1987). Peanut Butter and Jelly. Dutton.
- Wyler, R. (1986). Science Fun With Peanuts and Popcorn. Simon and Schuster.

Teacher Resources

- Best Foods Literature, Box 307, Coventry, CT 06238 “Super Snacks from Skippy”-recipes with peanut butter.
- Grower’s Peanut Food Production, 109 South Main St., Rocky Mountain, NC, 27802 (free lesson plans, with poster and activity sheets, covering history, nutrition, science and geography. Indicate grade level when ordering.)
- “Having Fun With Peanuts,” Florida’s Peanut Producers Association, PO Box 447, Graceville, FL 32240 (teacher’s guide, pre-test, evaluation and worksheets on history of the peanut and nutritional science).
- National Peanut Council, 101 S. Peyton Street, Ste. 301, Alexandria, VA 22314, 703-838-9500.
- Oklahoma Peanut Commission, P.O. Box D, Madill, OK 73446, “Peanuts for the Good and Healthy Life”- coloring book about the history of the peanut and recipe on how to make

peanut butter. “Peanuts-A Learning Experience for Preschool Children,” “Peanut Fact and Fun Folder”-includes games. (available in single copies only).

Related Internet Websites

“History of the Peanut”—<http://www.azshops.com/Brittle/Nut-history.html>

The Peanut Institute—<http://www.peanut-institute.org/fall96.html>

Peanut Links —<http://nepsal.cpes.peachnet.edu/peanut>

Peanut Literature Database—<http://nepsal.cpes.peachnet.edu/pnutdb/pnutlib.html>

EVALUATION

The teacher should evaluate sentences on an individual basis.

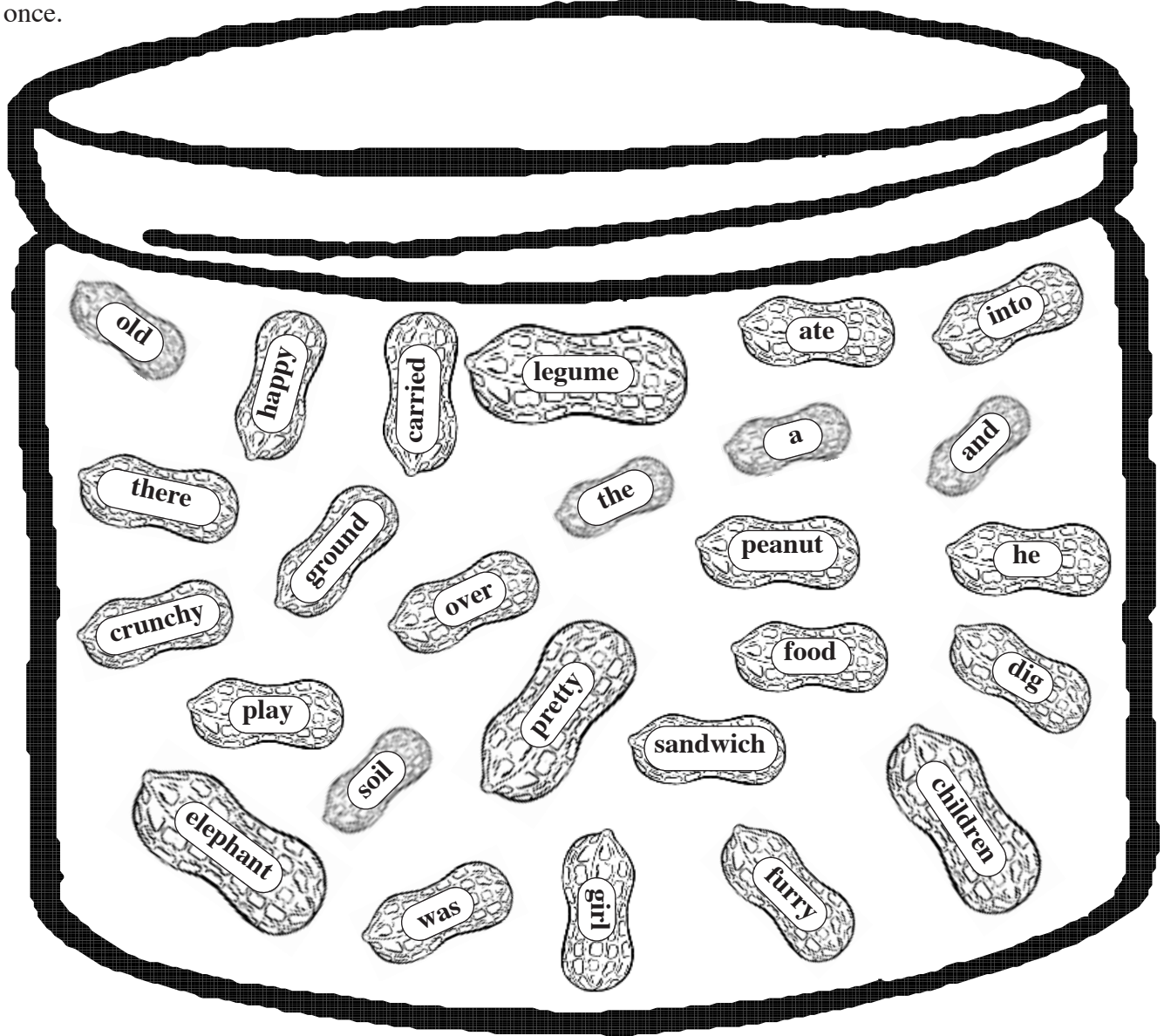
ACKNOWLEDGMENT

This lesson was adapted from Oklahoma Ag in the Classroom, Department of Agricultural Education, Communications and 4-H Youth Development, Oklahoma State University, Stillwater, OK 74078.

Name _____

Picking Peanuts

Write at least five sentences, using only the words on the peanuts. You may use the words more than once.



Start your sentences with capital letters, and end them with the correct punctuation.

1. _____
2. _____
3. _____
4. _____
5. _____



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Food & Fiber Systems Literacy
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