

## Building Language Skills with The Seattle Times

April 28, 2016

**Article: “The More We Know, the More We Grow”**

**Sunday, April 24th, 2016** in the e-Edition of The Seattle Times, **NIE Special Section, page J2.**

### **Pre-Reading:**

What is something you like to eat? What is something that you don't like to eat? What is the role of food in your life? Why do you eat what you eat? Where do you think your food comes from? How can culture or background affect what someone eats? How is food in different countries different?

### **Vocabulary:**

As you read, look for the following vocabulary words that appear in today's article. Write down what you think the words mean based on the “context,” or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

*Arable*

*Commercial*

*Dairy*

*Dramatically*

*Genetic*

*Livestock*

*Manure*

*Nutrition*

*Piglet*

*Production*

*Projected*

*Protein*

*Sow*

*Vast*

**Comprehension:**

1. What type of science is allowing farmers to raise more cows now than ever?
2. In the last 50 years, one gallon of milk was produced with \_\_\_\_\_, and \_\_\_\_\_.
3. What areas did Animal Science allow gains in?
4. What is happening to the amount of arable land?
5. How did the average number of piglets per sow changed between 1989 and 2015?
6. What other state is Washington pork production reported with?

**Post-Reading:**

What sort of food was mentioned in the article? Why is this food important? How are farmers using technology to better the production process? How is farming different across the world? What are some challenges that you can think of that farmers might face today? How would the world be different without farmers? Would you want to be a farmer? Why/why not?

**Language Skills:**

**Complete the activity below:**

In small groups, use the other pages in the supplement to research a different type of food or agricultural product— or choose your own! Create a small presentation to share with the rest of the class and explains the origins and growing process of the food/product you picked. Include how technology plays a roll in how this food/product is made. Explain why the food/product you have choose is important! You may also choose to do additional research and find recipes or traditions that use this food/product.

**Extension:**

Complete the use your noodle activity and then look for the answers on page J4! Visit [www.agclassroom.org](http://www.agclassroom.org) for additional resources and lesson plans!

### Comprehension Question Answers:

1. What type of science is allowing farmers feed more people with fewer animals? **Animal Science is allowing farmers to feed more people with fewer animals.**
2. In the last 50 years, one gallon of milk was produced with 65 percent less water, and 76 percent less manure produced.
3. What areas did Animal Science allow gains in? **Animal Science is allowing farmers to feed more people with fewer animals.**
4. What is happening to the amount of arable land? **The amount of arable land declines significantly and permanently every year.**
5. How did the average number of piglets per sow changed between 1989 and 2015? **The average number of piglets raised by U.S. sows increased from 7.79 per sow in 1989 to 10.37 per sow in 2015.**
6. What other state is Washington pork production reported with? **Washington pork production is reported with Idaho's.**