



All in For Ag

Partnership Between Lt. Governor Coleman, Kentucky Department of
Agriculture and the Kentucky Department of Education



The background of the slide is a composite image. The top left portion shows a line of yellow school buses, with the front of one clearly visible, labeled 'SCHOOL BUS' and the number '32'. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

All in For Ag Week

March 17th – 21st

The purpose of this week is to engage every elementary student throughout the week.

Vision: Increase access to agriculture education, especially in grades K-5 across our state. Incorporate a place-based experience around agriculture for one week aligned to grade-level standards. Students will have the opportunity to go on an in-person or virtual field trip to conclude the learning.



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All in For Ag Learning Experience

Designated pilot groups will test out one learning experience used in grades K-2 and one learning experience that is used in grades 3-5.

Grade Band	Topics	Standard(s) Alignment	Driving Question	Learning Experience Link	Field Trip Options
K -2	Pollination	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Why might some plants yield more fruit than others?	The Business of Bees — Kentucky Ready Set Grow	Grade 2 Suggestions/Standards - Listed on TpT - Do Not Delete - Google Docs • Local Bee Hives • Beekeeper as a guest speaker • Local garden • Orchard • UK Arboretum • Nursery
3-5	Erosion	4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Why do farmers plant winter wheat after they harvest their fields?	Protecting Resources on the Farm — #TeachKyAg	Grade 4 Suggestions/Standards - Listed on TpT - Do Not Delete - Google Docs • Stream/river • Farm

Grade	Topics	Standard(s) Alignment
K	Needs of Plants	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
	Weather	K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*
1	Daylight	1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.
2	Seed Pollination	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*
3	Life Cycles	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
	Reproduction	3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
4	Erosion	4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
5	Food Web	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
	Protection of Resources and Environment	5-ESS3-1. Obtain and combine information about solutions individual communities use to protect the Earth's resources and environment. *

Fall 2025



Lesson Snapshot

Grade 2: Pollination

Driving Question: How do bees help Kentucky farmers grow the fruit we eat?

2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Developing and Using Models Develop a simple model based on evidence to represent a proposed object or tool.	LS2.A: Interdependent Relationships in Ecosystems Plants depend on animals for pollination or to move their seeds around.	Structure and Function The shape and stability of structures of natural and designed objects are related to their function(s).

A great Kentucky-based phenomenon that shows the importance of bee pollination is the **role of bees in pollinating Kentucky wildflowers, crops, and fruits, such as apples, pumpkins, and clover**. Kentucky's agriculture and natural ecosystems rely heavily on bees and other pollinators.

Engage (Launching the anchoring phenomenon) Spark curiosity about how bees help plants grow by pollinating blossoms.

Phenomenon: Show a [video](#) or images of bees pollinating flowers in an apple orchard. As the students watch, have them record what they notice and what they wonder from the video. Share these out after the video.

Teacher Questions for Discussion:

- o "What do you think the bees are doing in these flowers?"
- o "Why are bees important to plants like apples?"
- o "What would happen if bees weren't around to help pollinate flowers?"



Questions?



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