LESSON 1 - Where does food come from?

Grades K-3

Curricular Areas: Science

Iowa Core Standard: Understand and apply knowledge of properties and uses of earth material. Understand and apply knowledge of life cycles of plants and animals.

Lesson Objectives: Students will examine where food actually comes from and be able to identify the origin of a food item.

Materials: Presentation: “Where does food come from?” paper and pencil for students;

Group Instruction:
   Ask the students what they had for hot lunch today. Write the foods on the board. (If a large part of the class brought their own lunch, you may want to add one of their food items to the list also; if only 1 or 2 students brought cold lunch, add their items as well.)
   Ask the students where their foods came from. See what kind of answers you get.

   Show the computer presentation: https://docs.google.com/a/exira-ehk.k12.ia.us/presentation/d/1jsdgjuRkZ8X9jGg-WHWwT9Ines6U31kcDVKzYOmxUNs/edit#slide=id.p
   and discuss it as students view.

Guided Practice/Activity: Students will draw their favorite food/meal and write a sentence/sentences as to where their food “came from”.

Closure: Share drawings/sentences in small groups.
LESSON 2 - Veggies: Tops or Bottoms?

Grades K-3

Curricular Area:  Science

Iowa Core Standard:  Understand and apply knowledge of properties and uses of earth material. Understand and apply knowledge of life cycles of plants and animals.

Lesson objective: Students will identify which part of the plant their vegetables come from: stem, leaves, fruit, roots, seeds and flowers

Materials: “My Plate”
   - Tops and Bottoms by Janet Stevens
   - worksheets from the Oklahoma Ag in the Classroom program: http://oklahoma4h.okstate.edu/aitc/lessons/primary/parts.pdf
   - puzzles/worksheets  from the “be ag smart” site: http://www.beagsmart.org/docs/lesson-plans/plant-parts-we-eat.pdf

Group instruction:
Show students the “My Plate” government illustration for good health. Discuss the 4 sections and remind students that these are the foods and proportions recommended for healthy bodies. Notice that half of the plate is reserved for fruits and vegetables.

Read the story Tops and Bottoms by Janet Stevens to the class and discuss it. If you need a copy of the book, you can go here http://www.youtube.com/watch?v=Qj7_IdQTZBc and it will be read to you.

Following the story, discuss worksheets from the Oklahoma Ag in the Classroom program from the Oklahoma Cooperative Extension Service. Have students complete the page called “Plant Parts We Eat” to check for understanding.

**“Tops and Bottoms fold up garden” sheet is another activity you may use.

Additional resources may be found at:
http://www.hillsboro.k12.mo.us/faculty/link_robin/topsandbottoms.html
LESSON 3: GRAINS

Grades K-3

Curricular Area: Science

Iowa Core Standard: Understand and apply knowledge of properties and uses of earth material.
Understand and apply knowledge of life cycles of plants and animals.

Lesson Objective: Students will identify grains as the source of flour and tell different foods that are made of flour.

Materials: “My Plate”
Video clips: www.grainchain.com and www.grainchain.com/videos
http://www.youtube.com/watch?v=s9G7XzgG6So
Activities selected from www.grainchain.com
Story: The Little Red Hen http://www.youtube.com/watch?v=cRwo-vPseao
Youtube videos on Slim Goodbody and Grains

Group Instruction:
Ask if students have heard the story The Little Red Hen. If you have a copy, read it to the class. If not, click on the youtube link for the story and play it.
Look again at the “My Plate” illustration for eating. Draw attention to the size of “grains” compared to the other sections. Ask students if they know which foods would qualify as a grain food.
Select the video clips you are interested in showing about the Grain Chain/and or Slim Goodbody and discuss after viewing.

Guided Practice/Activity:
Choose any activities from www.grainchain.com (either paper or online games) that you wish your students to use.

Additional activity idea:
Have students find pictures in magazines of foods made of grain, or print off pictures of foods from the internet and make a class “Grains” collage.
Show the video on Iowa AEA online, Learn 360: “Bread is for Eating” (Reading Rainbow)

Additional books that can be used for literature integration:
How Groundhog’s Garden Grew by Lynne Cherry
Eddie’s Garden and How to Make Things Grow by Sarah Garland
Corn: From Farm to Table by William Anton
Plant Packages: A Book About Seeds by Susan Blackaby
Where Does Food Come From?
Food comes from many places.

- **Plants**
  - fields
  - gardens
  - orchards
  - farms

- **Animals**
  - farms
  - confinements
Most groceries are made from foods on farms, but there are different kinds of farms.
Eggs come from chickens.

white eggs, brown eggs

even colored eggs
Beef cattle ...

give us hamburger, steaks, and roasts.
Orchards grow...

... fruits like apples, peaches, cherries and oranges.
Milk comes from cows.
Bacon, sausage, ham and pork chops...

...come from pigs.
Grains

Corn, wheat, and rye are grown in fields. Grains are ground into breads and cereals.
Lakes and oceans provide us with fish and seafood.
Potatoes, beets, radishes, and carrots grow under the ground in vegetable gardens.
Other vegetables grow above ground.
Green beans, tomatoes, squash, cucumbers, and peas grow on vines and plants.
Chickens and turkeys... 

...are raised on farms.
“Dirt made my lunch!”
by the Banana Slug String Band
Assignment:

Draw a picture of your favorite food and write a sentence telling where it came from.

Or, draw your favorite meal and write about where each food came from.