



GRADE 1

Farm to School Lesson Plan

Suggested Month: January

Topic: Food Systems—Farm to Table

Monthly Essential Question: How does my food get from the farm to your table?

Content Areas Addressed: Agriculture, Science

Standards Addressed:

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS.ELA-LITERACY.SL.1.1a, c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS.ELA-LITERACY.SL.1.2)
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS.ELA-LITERACY.SL.1.3)
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS.ELA-LITERACY.RL.1.2)

Key Terms: Food System

Materials Needed: “Making Carrot Soup” - Worksheet or Blank Sheet of Paper

Drawing Utensils

Sampling food and supplies

Introduction: (5 min) *Introduce essential question—“How does food get from the farm to your table? Can three people share where their food comes from?” (grocery store, refrigerator, restaurant, garden, etc.) Our food does come from many different places. Some of it travels from really far places, and other foods can be grown in our backyards. Today we are going to trace the path our food travels from the farm to our table.” Let’s watch a video on how baby carrots are made.

Development: (20 min) “We’re going to talk about the steps that food goes through to get from the ground to your plate. This is called food processing. We will use the example of carrots being made into carrot soup. The steps that the carrot plants go through are the different steps of the food system. We start with **1. Production** which is the carrots being grown, picked and loaded into a truck to be delivered to the factory, then they move to **2. Processing** where the carrots are washed/chopped/cooked and made into soup, and packaged into cans to be sold. Then they move to **3. Distributing**, where the soup cans are delivered to the store and put on shelves to be sold. **4. Consumption** is when people buy that soup to take home and eat. We will now draw the steps. Please take out a sheet of blank paper and crayons.” (or hand out the worksheet). We are going to draw the first part of processing, **Production**. The farmer plants the carrots, and when they are ready, he harvests, or picks, the edible parts of the plant. This could be a stem if it is celery, the fruit if it’s an apple, the leaves if it is lettuce, or the roots for radishes. What part of the plant is a carrot? (root). Write the number one on your paper. Next to the number one, draw a farmer picking his carrots or driving his truck to the factory. This is the **Production** part of the process; growing and picking the carrots and delivering them to the factory. **Processing** means making a raw product (carrots) into a new form to eat (soup). Write a number 2 on your paper, and draw the soup being made. You may draw a cutting board with carrots being cut, or a stove where soup is cooking, and a can for soup to be put in. **Distribution** is the delivering of the product to the stores where it will be sold. Write the number 3 on your paper. Draw the store or the truck that will deliver the soup to the store. **Consumption** is the buying and eating of the finished product. When you buy a product, you are called a consumer. Write the number 4 on your paper and draw cans on the store shelf, a bowl of carrot soup, or draw yourself eating if you would like. Whether you grow food in your backyard or you buy it from the store, your food is part of the food system. That was a lot of steps for one can of soup. Do you think every food has to go through that many steps to make it to your table? No, you can buy whole foods at the farmer’s market or the grocery store and skip a lot of steps, or complete the steps in your kitchen instead of a factory.

Sampling & Closure: (5 min) Conduct local fruit or veggie tasting. Instruct each student to take a ‘polite bite’ (eat at least one bite and only say polite things). *Review essential question - “All of our food is a part of the food system. Raise your hand if you or your parents grow your food in a garden. Raise your hand if you buy your food from a farmers market. Raise your hand if you buy your food from a grocery store. Now raise your hand if the food you eat is part of the food system.” (everyone’s hand should be raised). “Tonight, try to think about where your food came from and see if you can trace the different steps of the food system.”

Adapted from: <http://www.dshs.state.tx.us/kids/lessonplans/vegsoup.shtm>



Making Carrot Soup

There are many steps for making Carrot Soup. Each step represents part of the Food System. Draw a picture for each step.

1. Production (farmer growing, picking and delivering to factory)

2. Processing (soup being made)

3. Distribution (delivering to store)

4. Consumption (eating)