

<b>Suggested Month:</b>	January
<b>Topic:</b>	Food Systems—Processing
<b>Monthly Essential Question:</b>	How is the food we eat made?
<b>Content Areas Addressed:</b>	Global Agriculture Systems, Agriscience/Production, Business Management and Marketing, Physical Education

**Standards Addressed:**

- Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RI.3.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS.ELA-LITERACY.RI.3.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 level topics and texts, building on others’ ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.3.1a, c, d)
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS.ELA-LITERACY.SL.3.3)

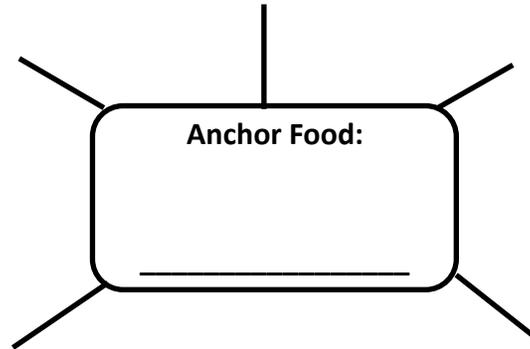
<b>Key Terms:</b> Processing	<b>Materials Needed:</b> Blank paper (or Food Processing Activity Sheet) Sampling food and supplies
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**Introduction: (5 min)** \*Introduce essential question—“How is the food we eat made?” “What are some different ways we can prepare a potato?” (Mashed potato, baked potato, potato chips, French fries). “We’ve come up with many foods that use potatoes. So how do potatoes go from looking like this (point to potato) to this (point to potato chips)?” (Peel, slice, season, bake/fry). Today we are going to talk about the steps of process that foods go through to become other foods.

**Development: (20 min)** “We listed steps that potatoes take to turn into potato chips. We have a word for those steps. Processing means “to treat or prepare through specific steps”. We already talked about peeling, slicing or cutting, seasoning, and baking as being ways to process potatoes. What are some other ways we can process food?” (Blend, toast, pickle, grill, or make sauce, wine, juice, ice cream, cheese, etc.). “Let’s watch a video about how potato chips are made, and a healthier option for eating potatoes” (watch video). “We’re going to practice thinking about food processing today. Complete potato example as a class. Break students into groups with each group having one piece of paper (or use Food Processing Activity Sheet). Give each group an Anchor Food and have them complete this process on their paper. Come together as class and share food processes. Note differences between the number of processing steps as related to the final food product.

**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. “Today we talked about one phase of the food system – processing. Who can tell me what processing means? What are some examples of processing? We process food for lots of different reasons – to make it safer or easier to eat or because we like the taste of it a cer-

**Step 1:** Write your Anchor Food in the Box. Then write all of the different food products you can make from the anchor item around the box. Then pick one food product and write out the steps the anchor food goes through to make the food product.



**Step 2:** Write your anchor food in the first box below, and write a food product made with that item in the last box. Then write the steps the anchor food goes through to make that specific product.

<b>Anchor Food:</b>	
<b>Step One:</b>	
<b>Step Two:</b>	
<b>Step Three:</b>	
<b>Food Product:</b>	