



GRADE 4

Farm to School Lesson Plan

Suggested Month: January

Topic: Food Systems—Production

Monthly Essential Question: How does the food we eat get to our plates?

Content Areas Addressed: Global Agriculture Systems, Technology, Agriscience/Production, Agricultural Education

Standards Addressed:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text . (CCSS.ELA-LITERACY.RI.4.1)
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area . (CCSS.ELA-LITERACY.RI.4.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.4.1b, c, d)
- Identify the reasons and evidence a speaker provides to support particular points. (CCSS.ELA-LITERACY.SL.4.3)
- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.4.4a, c)
- Know the origins of food items. Understand the nutrient cycle. Be able to explain the connection between healthy soil and food. (D.4.1)
- Understand how products made from plants and animals are made available for use by people. (A.4.1)

Key Terms: Food System
Production
Deconstruction

Materials Needed: Sampling food and supplies
Blank paper (1 per person)

Introduction: (5 min) *Introduce essential question—“How does the food we eat get to our plates?” There are 4 main parts to the food system – Production, Processing, Distribution, and Consumption. Let’s watch a video that follows “Bean” along his journey through the Food System. Write each of these terms on a piece of paper. As you watch, write down what Bean is doing at each stage of the journey.” **VIDEO** “Let’s talk about each stage of Bean’s journey:
1. Production (seed is planted, cared for, harvested.) 2. Processing: (prepared for the real world, packaged, frozen) 3. Distribution: (makes his way to the freezer at the store). 4. Consumption: (simmered, steamed, sautéed, eaten.) Now that we have seen the entire journey, we’re going to focus on two stages; the beginning and end, to see how all food that we eat comes from the soil”. Review Production and Consumption slides. “Much of our food can be eaten as it comes out of the ground, like corn, peas and tomatoes. These can be traced directly to the soil. Other food may be harder to trace back to the soil, such as a cheeseburger. Let’s look at how a cheeseburger can be traced back to the soil.” “What does the word ‘deconstruct’ mean? (take apart). In the example here, you see how the bun is traced back to the soil. On your paper, write the numbers 1-7 down the left side. After each number, fill in what you think belongs there. We will go over the answers together.” Go over answers (*answers: 1. Cow, 2. Soil, 3. Milk, 4. Soil, 5. Ketchup, 6. Cucumber plant, 7. Pickles*). When activity is completed, ask the following questions: “What is similar in all of these deconstruction chains? (soil at beginning). What would happen if something happened to the soil where each component was grown? (food could not grow healthfully, limited food produced). Today you are going to work in groups to deconstruct another common food.” (If time permits, otherwise choose a food and go over together)

Development: (20 min) Have students form groups and select a multi-component food (pizza, taco, salad, spaghetti, beef stew, etc.). Like in the example, students will deconstruct foods to find the source of each component. After 5 minutes of work, students will share with the group.

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. “What happens to the rest of the food system if the production piece is unhealthy or is removed? (rest of it stops). What are some things we can do to keep the production part of our food system healthy? (maintain healthy soil, eat and purchase food that protects the soil, know where our food is coming from).”