



GRADE 5

Farm to School Lesson Plan

Suggested Month: January

Topic: Food Systems– Production, Processing, Distribution, Consumption

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

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

Standards Addressed:

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS.ELA-LITERACY.RI.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.5.1b, c, d)
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.ELA-LITERACY.SL.5.3)

Key Terms:

Distribution
Production Consumption
Processing Foodshed

Materials Needed:

Foodshed Steps—Worksheet for each group Sampling food and supplies

Introduction: (5 min) *Introduce essential question—"How does the food we eat get to our plates?" Potato – "Where did this come from?" Potato chips – "Where do these come from?". "Is there cross over between where a potato comes from and where potato chips come from? Why? (Potato chips are made from potatoes, both traced back to ground). How does this potato become these potato chips?" (talk about each step in the flow chart)

Development: (20 min) "Today we are going to talk about the journey our food takes to get to our plate. Looking at our potato, it has a lot of stops along the way. We're going to learn some words to describe those stops. All of these words are part of a bigger category that we are going to call our foodshed. Foodshed is a word meaning food journey. – it maps the flow of food from the farm to your table. Let's talk about the words for each stop and we'll come back to this slide to see where those words fit in this picture. Say each word first and ask what it reminds students of, then show picture and give a definition and example. Introduce foodshed key terms: production, processing, distribution, consumption. Now let's look at where those terms would fit in this picture. Growing and harvesting – Production. Packing and transporting (processing- and this is also where food would be made in the factory). Retailing (distribution). Eating (consumption). Disposing is not included in our foodshed terms, but think about what happens to your food scraps and how it relates back to the production of food. **(Video)**" Let's watch a video explaining how food goes from the farm to table, back to the farm, and back to the table." (Produce from Ledgeview goes to the school. Scraps from lunch go back to Ledgeview to feed the chickens. Chickens lay eggs, we eat the eggs) "All of the steps that we listed from the potato to the potato chips can fit into one of these new words. Let's see if we can match them up." Match the foodshed key terms to the created flow chart of potato to potato chip. "Now it's your turn to show you understand the foodshed. You are going to receive a foodshed situation like a potato to a potato chip. You are going to list all of the stops on the journey that food takes. Then like we did with the potato's journey, you are going to decide which foodshed word defines that stop of the journey." Do a sample if students need more support. Then break students into groups and have them complete "Foodshed Steps" activity.

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. Gather together as class and share some activity sheet examples. "What similarities are there in all of our activity sheets? (All start from production, end in consumption). What are some differences between our activity sheets (different number of steps). What are some factors that can make a foodshed longer or shorter? (Distance it travels, how processed it is, other ingredients involved in the dish). Some people think it is very important to eat food that doesn't have many distribution steps. Other people might think it's important that their food doesn't have many processing steps. As you get older, you might decide some of those factors are important to you, but even right now, being able to trace your food back to its source is a great thing. Take the challenge to stop and think about each item on your plate the next time you eat. Where did it come from? How did it get to your plate? We sure have a lot of people to thank to help us keep our plates full each meal."



Foodshed Steps

Starting with your food, list all of the steps on the foodshed journey that food takes. Then circle the foodshed word defining that stop of the journey.

Food Situation _____



Final Food

Production	Distribution
Processing	Consumption

Production	Distribution
Processing	Consumption

Production	Distribution
Processing	Consumption

Production	Distribution
Processing	Consumption

Production	Distribution
Processing	Consumption

Production	Distribution
Processing	Consumption