

# FARM PRODUCTS HELP ME GROW



**LEVEL:** KG-3rd Grade

**CORE CONTENT AREAS:** Social Studies, Science, Practical Living/Vocational, Reading, Writing

**LEARNING GOAL:** Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives

## MATERIALS

Empty food containers, food pictures (of all five food groups), food models, pictures of farm animals, MyPyramid, and “Parts of a Plant” student worksheet.

## VOCABULARY

Animal, plant, fruit, vegetable, root, stem, leaf, flower, seed, grains

## SUPPORTING INFORMATION

Most students will be more familiar with consumer sources of food products than their farm origins. The purpose of this lesson is to teach the plant and animal sources of many common foods and to emphasize the correlation of dietary adequacy to good health and growth. Rudimentary plant science may also be incorporated into this lesson by having the students learn about different parts of the plant that can be eaten.

## PROCEDURE

1. Organize a food display of empty containers and/or picture collage of a typical selection of foods from a grocery store. Display examples of all five food groups. Working as a group, select a food and have students decide whether it has an animal or plant origin.
2. Next, display pictures of some common farm animals from which we get food products (dairy cow, pig, chicken, beef cattle). Have students match the food items of animal origins (from Procedure 1) to the appropriate animal. Examples: cow-milk, cheese, butter, ice cream; pig-bacon, ham, hotdogs; chicken-chicken nugget, egg; beef cattle-hamburger.
3. After students have successfully classified the animal food sources, point out that the remaining foods in the display
4. case are from plants: fruits, vegetables, and grains. Help the students identify differences in the plant sources by having them select the fruits and vegetables from the plant source display. Ask questions to guide their selections (which sweet plant food would you like for a snack? What plant food do you like with a hamburger?) After students have identified the fruits and vegetables, select a cereal box or pictures of a loaf of bread or some spaghetti. Ask “what are these products made from?”. A discussion of cereals may be more realistic for students as they would be quite familiar with many cereals: corn flakes, wheaties, oatmeal, rice krispies. Explain that each of these cereals and also bread are made from seeds of grain plants. To expand this activity allow students to prepare an individual pizza. Pizza contains it all: grains-wheat, vegetable-tomato sauce, dairy-cheese, meat-pepperoni, sausage, bacon, hamburger, ham.
4. Use the above food source activities as a basis for a nutrition lesson utilizing the **MyPyramid**. Draw a large pyramid. Using pictures of food models, illustrate the different food groups. List the different groups and serving numbers for each category. Introduce the MyPyramid by reviewing the process students used to classify food products from the farm into plant or animal sources. They should be able to relate their recent categorizations of foods into animal, fruit, vegetable, and grain origins to this pyramid.

## MEETS KY CORE CONTENT 4.1 ASSESSMENT STANDARDS

### Practical Living / Vocational Studies

PL-EP-1.2.2  
PL-EP-4.2.1  
PL-EP-4.2.2

### Science

SC-EP-3.4.1  
SC-EP-3.4.3  
SC-EP-4.6.1  
SC-EP-4.7.1

### Reading

RD-EP-2.0.3  
RD-EP-2.0.4  
RD-EP-2.0.5  
RD-EP-2.0.7

### Writing

WR-EP-3.6.0

## OBJECTIVES

The student will:

-distinguish between plant and animal food sources by organizing common food products according to their origins.

-recognize that foods can be divided into five groups distinct food groups and that foods from each group should be consumed on a daily basis.

-name the parts of a plant and understand that we consume various plant parts for food.

-describe contributions of an adequate diet toward good health and growth.

## CONCEPTUAL AREA

Agriculture base—people use plants and animals in a wide variety of ways to obtain food, fiber, shelter, and other products.

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4. Primary level students should understand the following from the pyramid graphic: (1) foods can be divided into distinct groups; (2) there are five “major” food groups; (3) some food from each of the major food groups should be eaten every day; (4) no one food group is more or less important than another.
5. Introduce the concept of growth by asking students if they have recently gotten new shoes or a new school jacket. Or, ask if there is a baby in their home and how the baby’s size is different from theirs. Students should be able to relate these differences to growth. Ask what they must do to grow and be healthy—eat a variety of foods, play, and exercise and rest. Direct their attention to the MyPyramid and explain that the difference in the size of the MyPyramid segments help us to know that we should eat varied numbers of servings from the food groups on a daily basis.
6. Have students work in small groups to plan meals using the MyPyramid as a guide. Ask a different group to plan a breakfast, lunch, or dinner menu. Ask each group to present the menu and have the class make an informal evaluation of the nutritional adequacy of the menu selections as compared to MyPyramid.
7. Continue the theme of growth with a science lesson on plant parts. Distribute “What Are the parts of a Soybean Plant?” Discuss what each plant part of the does: (1) roots—take water and food from the soil; (2) stems—carry food and water to all parts of the plant and hold it up; (3) leaves—make food for the plant from water, light and air; (4) flowers (pods)– help make seeds. Students will label the correct parts.
8. Extension of these activities on the origins of food products and nutrition could include :
  - identify plant parts we eat. Examples: root—radish, carrot; stem-celery, asparagus; leaf– lettuce, spinach; flower-cauliflower, broccoli; seeds– beans.
  - take apart a common plant; show the four plant parts.
  - show how the seeds sprout—soak beans overnight then open up the next morning to show the baby plant inside and it’s food.
  - have each student make a plant person by filling paper cups with soil and sprinkle grass seed. Draw faces on the cups and give the plant people haircuts as the grass grows.
  - have students watch “Animals on a Farm” video to see the mothers/babies of livestock animals that provide nutrition for our healthy lifestyle.

- Additional questions for exploration
  - how many gallons of milk does a person consume in a year? (21 gallons)
  - how many eggs does the average person consume in a year? (242 eggs)
  - how many pounds of poultry does the average person consume in a year? (84.5 lbs.)
  - how many pounds of red meat does the average person consume in a year? (118 lbs.)

#### RESOURCES

MyPyramid, “Animals on a Farm” video, National Geographic Society (1992) - Contact Kentucky Farm Bureau to borrow. “Farm Facts”, American Farm Bureau Federation.

#### EVALUATION

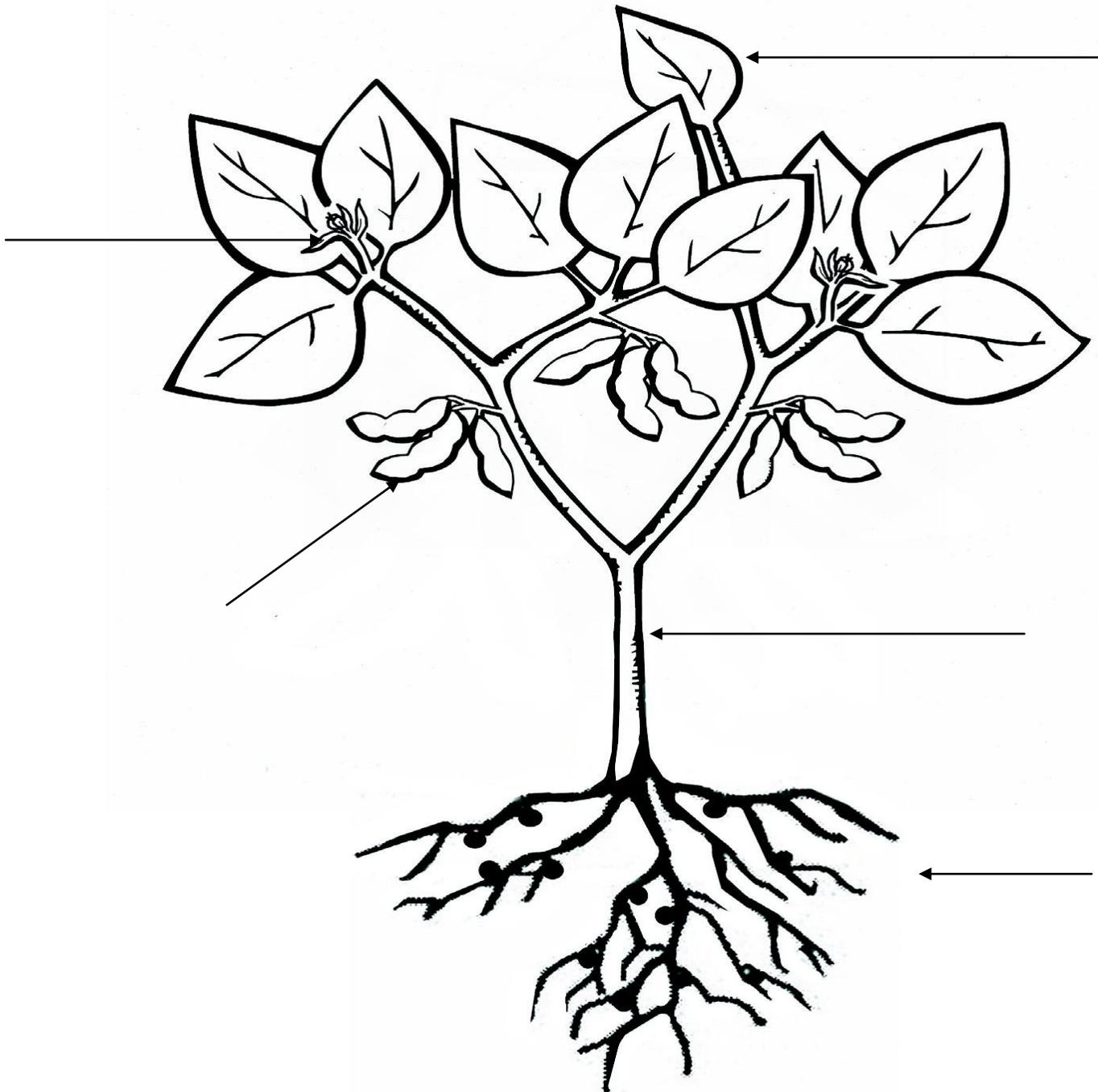
Students demonstrate understanding of plant and animal origins for food by successfully grouping an array of foods into the appropriate category on the MyPyramid chart. They utilized the MyPyramid to make food selections which support growth and good health. Students practice scientific investigations in determining the many uses for plants and animals.



Name: \_\_\_\_\_

Can you name the parts of the soybean plant?

Leaves Pods Roots Stem Flower



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