

WHERE DOES FOOD COME FROM?

LEVEL: Preschool

SUBJECTS: Language Arts, Art,
 Science

VOCABULARY:
Plant, animal, dairy cow, beef, farm,
machine, supermarket, grocery store

LEARNING GOAL: Students shall develop their abilities to apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies and vocational studies to what they will encounter in life.

MATERIALS

Food items (real, pictures or food models), non-food items, pictures of plant and animal foods, pictures of farm animals and the student worksheet, "We Furnish Your Food".

BACKGROUND

Young children often do not have a clear understanding of the agriculture source for the foods they eat. Instead, they may have the impression that their food magically appears in the grocery store or their favorite fast food establishment. Food is bought and sold many times before it finally gets from the farmer to the consumer. After food is grown on the farm, the farmer sells the food plants or animals to a processing plant. Food distributors buy the food from processors then sell it to grocery stores. From this point, the consumer purchases foods for home consumption.

PROCEDURE

1. Organize a display of food and non-food items using either real foods/non-foods or pictures. Have students study the display and group the items into food and non-food categories. Ask how they were able to select the foods from the display – have they eaten the food, helped prepare it, purchased it at the grocery store?

2. Share some common plant foods – potato carrot, corn bread. Ask the children to identify the food and determine whether it comes from a plant or an animal. Repeat the process with animal food sources using easily recognizable animals: dairy cow – milk, ice cream, cheese; pig – bacon, pork chop; chicken – drumstick, egg; beef cow – steak, hamburger.

OBJECTIVE

The student will:

-distinguish between food and non-food items.

-recognize that food is obtained from both plant and animal sources.

-identify sources for some common animal foods.

-construct a simple food path from the farm to the consumer.

CONCEPTUAL AREA

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

3. Select a familiar food such as milk. Find pictures of the different stages in milk production: (1) dairy cow in a pasture, (2) cows hooked to a milking machine, (3) milk truck traveling to processing plant, (4) grocery store, (5) milk products – milk, ice cream, cheese. Have children work as a group to arrange the pictures on a flannel board in the correct sequence from farm to consumer. This same activity could be repeated with a plant food such as wheat or corn.

EVALUATION

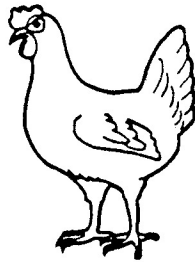
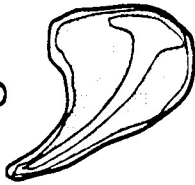
Have students complete the “We Furnish Your Food” worksheet to assess their ability to distinguish between plants and animals and identify common food sources. Completion of the food path activity can be used to demonstrate understanding of the steps in the food supply chain from production to consumption.



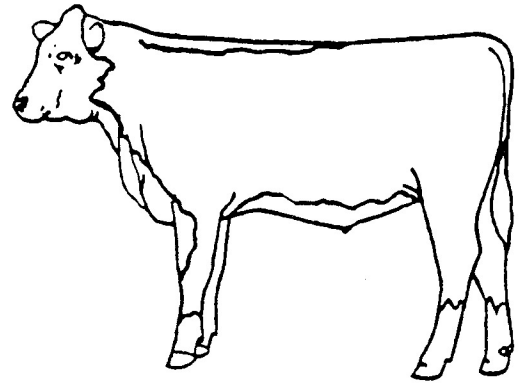
WE FURNISH YOUR FOOD

Draw lines between the foods and their plant or animal sources.

pork chop



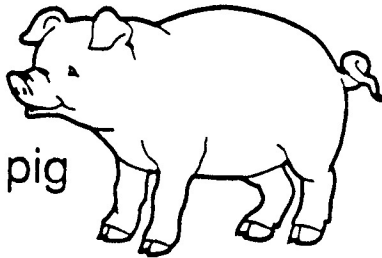
chicken



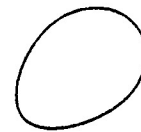
beef steer



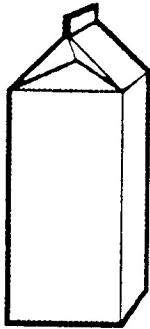
drumstick



pig



egg



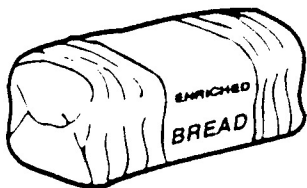
milk



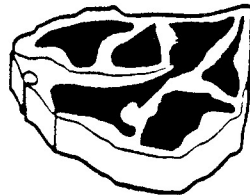
wheat



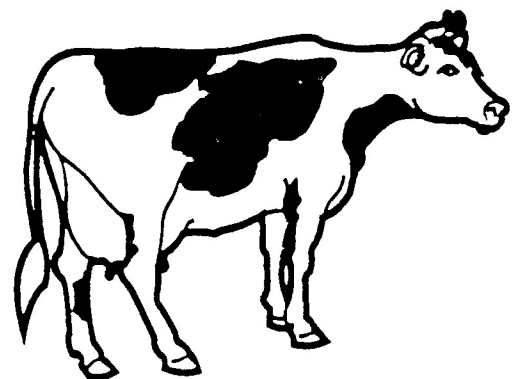
bacon



bread



steak



dairy cow



cereal