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| Survey/Story |
| Activity Plan  |

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| Project Skills: |
| * To recognize where our food comes from and how it gets to the places we purchase it at.
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| Life Skills: |
| * Know where fruits and vegetables come from.
* Know where food is grown.
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| **Academic Standards:** |
| English/Language ArtsStandard 1, Reading Informational Text, Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.Standard 1, Reading Informational Text, Grade 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| Grade Levels: 1-3 |
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| Time: 30 Minutes |
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| Supplies Needed:* Story “Terry and Sam Solve the Mystery of Where Fruits and Vegetables Come From”
* Reading comprehension questions from the story.
* Copies of the survey
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| Do Ahead: |
| * Print of copies of the story and survey for each student as well as copies of the reading comprehension questions.
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| Sources/Adapted From: |
| * USDA Garden Detectives Lesson 5: Trace the Fruit and Vegetable Trail.
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| BackGround |
| Students will learn about where the food they eat comes from by reading a story about students who visit a farm. They will also learn how the food they eat every day gets to places where they can buy it like a grocery store or farmers market.  |
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| WHAT TO DO |
| Activity 1: Introduce yourself. Explain who you are and why you are in their classroom. Inform the students that you will be coming several more times and that we will be talking about food, both how to grow it and why we eat it. We will also be talking lots about healthy choices. Hand out the survey. Students should put their name at the top. This is to ensure that you can match their first survey with their last survey and assign them an identification number to enter both surveys under. Explain to the students that a survey is full of opinion questions. Opinion questions are questions that have no right or wrong answer. On this survey we want you to only answer the questions the way you feel about them. Read each question slowly and carefully and have the students mark the box they feel is the very best answer for them. Make sure any questions are answered.  |
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| **Activity 2:**  |
| Collect the survey from the students. Before reading the story, ask the question: where does food come from? Don’t answer this question for the students quite yet, just accept all the answers and let the students know that after we read this story we will revisit the question of where food comes from. Distribute a copy of the story for each student. After reading the story, ask students where food comes from again. They will be able to tell you it comes from farms just like the farm in the story.  |
| **Activity 3:**  |
| Distribute a healthy snack for the children. Talk about how it would be grown on a farm  |
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| Talk IT OVER |
|  **Reflect: Ask students the reading comprehension questions that are paired with the story. Ask if they have ever visited a farm like the one in the story. What kinds of things did you see on the farm? What did it smell or look like? Have you ever tried food straight from the farm?** |
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| **Apply: If you see a farm from the roadside, or if you visit a farm, make sure to look around and see what it has to offer. What kinds of machines are there? Is it a fruit and veggie farm or an animal or dairy farm? How many people work there?** |
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| ENHANCE/Simplify |
| **Enhance for Older Children: If you can read this story and then set up a visit to the farm, do so! Visits to the farm are an amazing learning experience and can really solidify the solid base this story sets down.** |
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| **Simplify for Younger Children: Read the story and bring in props to hold up and pass out during certain parts of the story. When Farmer Brown gives them the spinach, have students try some fresh spinach.**  |
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| HELPFUL HintsStudents will be much more engaged if you stop the story to ask questions and see if anyone would like to share their own experiences on Farms. Props are a great way to also engage students. |
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| ADDITIONAL Web LINKS |
| <http://www.fns.usda.gov/sites/default/files/gd_lesson5_0.pdf><http://www.fns.usda.gov/tn/great-garden-detective> |
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| University of Wisconsin, U.S. Department of Agriculture and Wisconsin Counties cooperating.UW-Extension provides equal opportunities in employment and programming including Title IX and ADA. |