

Grades 3–5

Farm to Fork: Where Food Comes From

All in Order

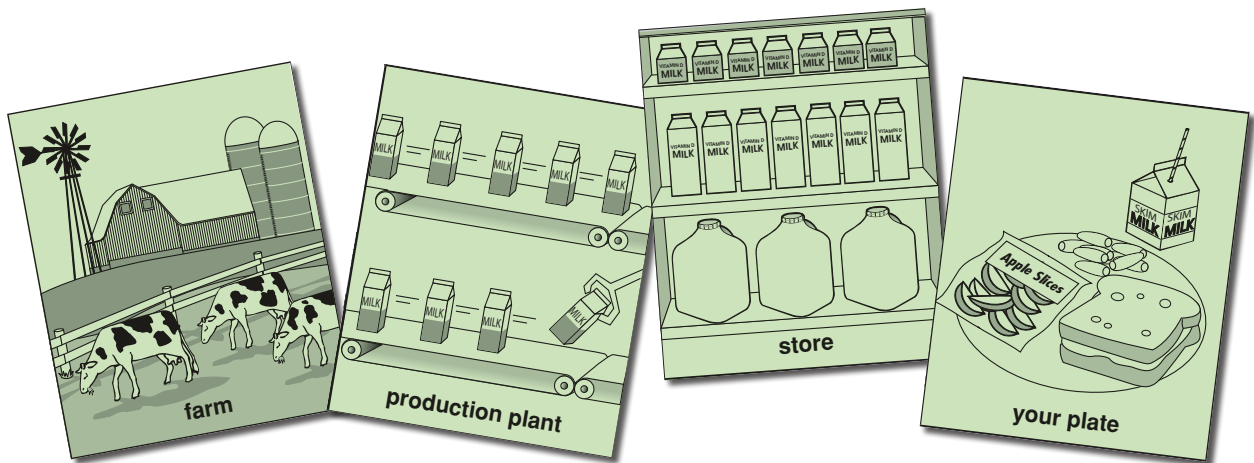
Sequencing the food production system (W.3.2; W.4.2; W.5.2)

Begin by asking students to write a list of foods they like to eat. Then lead a discussion about how they think that those foods made it to their plates. Next, have each child accordion-fold a sheet of paper into four same-size sections. Direct him to cut out a copy of the “farm to fork” cards and glue the cards in order to show the sequence of the food production system. For each card, have him select one of the foods from his list and use it as an example to explain that step. Direct each student to use the resulting organizer to write an explanatory text.

Extend the learning: Provide index cards to students. Challenge students to revisit their food lists and illustrate some of the foods on the cards. Then have them create additional cards showing where those foods come from—eggs come from chickens, hamburgers come from cows, apples come from trees, and milk comes from cows. Have students exchange cards and match the products and their sources. Finally, have students decorate an envelope to store their cards in. Title it “What Comes From the Farm? Everything!”

Teaching tip:

Most students will understand that meat comes from animals, but some students may not. At this age, students need to understand the source of their foods and of other products they use, so be prepared to share this information as necessary.

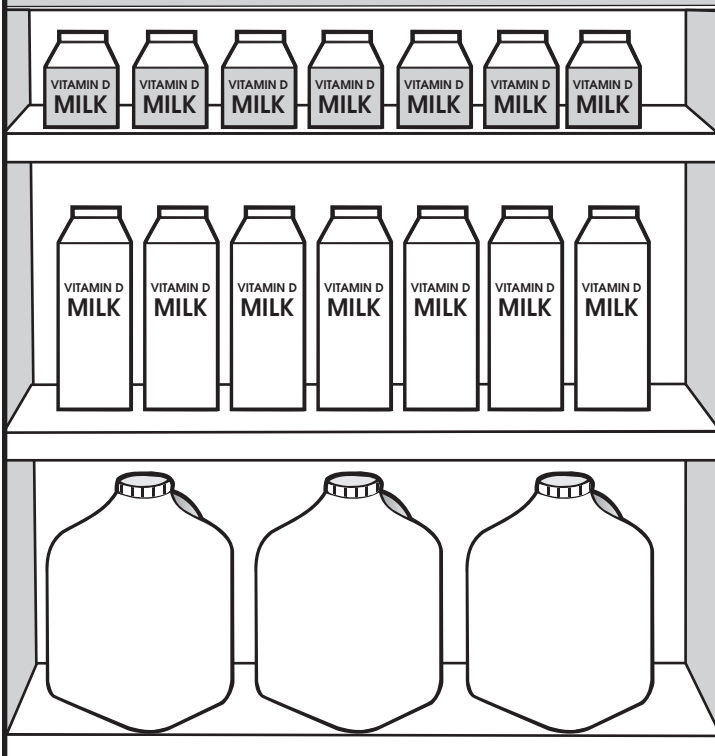
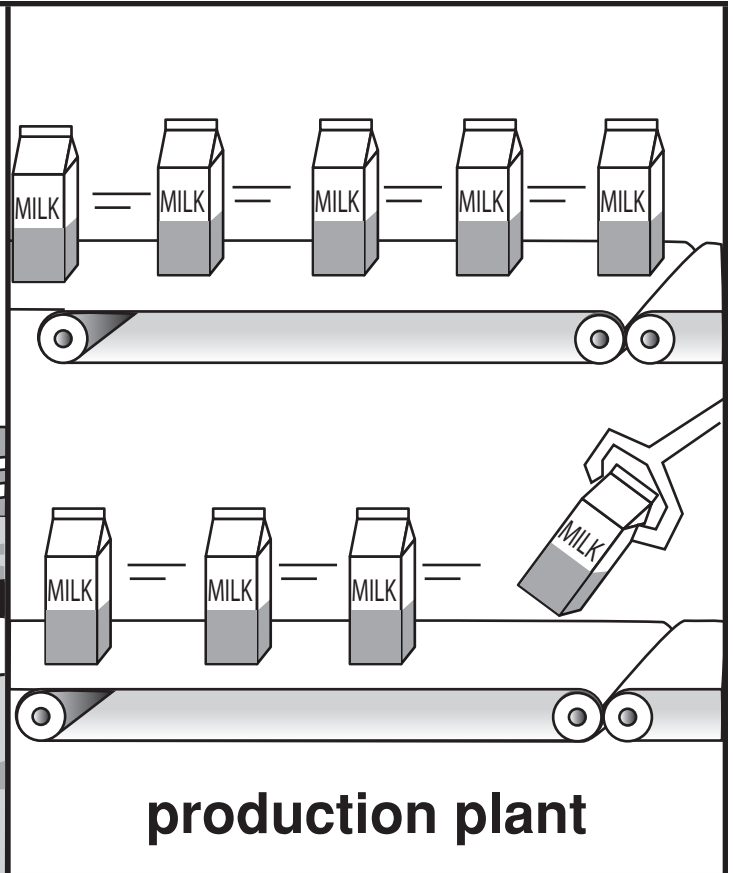
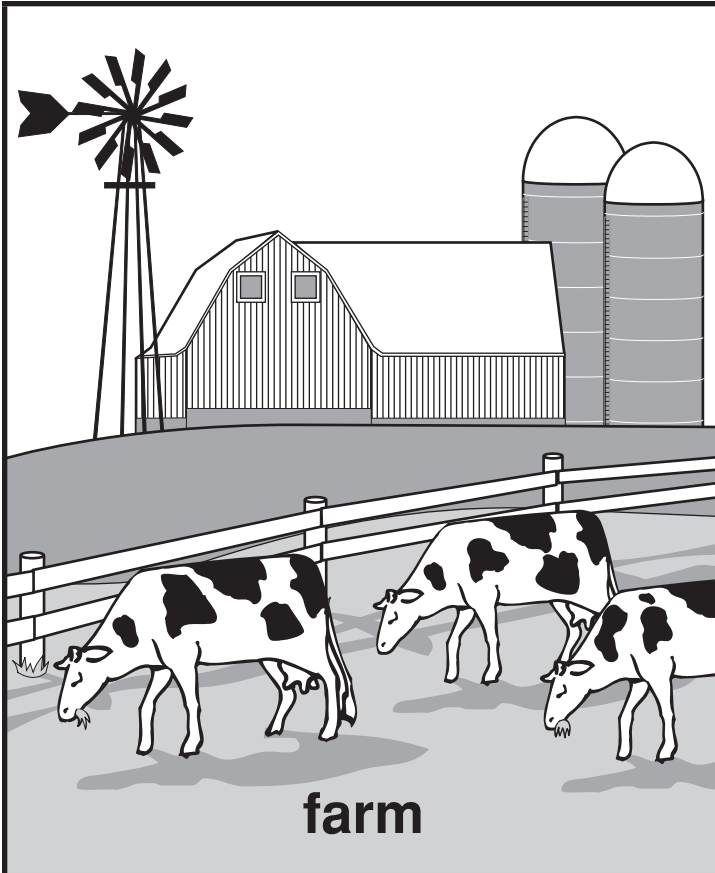


ALLIANCE TO
FEED THE FUTURE

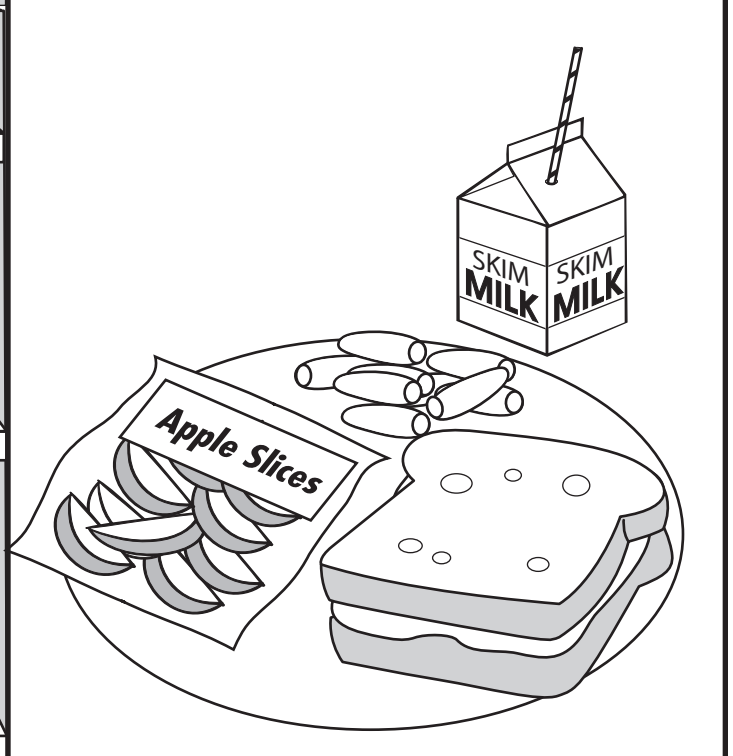


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Farm to Fork Cards



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