



Farm-to-Table

Suggested Grade Level: K-2

Time: 60 minutes

Subject: Language Arts, Informational Reading, Writing, Speaking and Listening, Social Studies, Natural Environment, Goods and Services, Food Production, Community, Geography, Health

Overview: The main idea of this lesson is to introduce primary learners to the concept of Farm-to-Table and help them understand where their food comes from.

Objectives:

1. Identify school lunch foods and where they originated from.
2. Create a balanced lunch tray using foods from each MyPlate group.
3. Use scissors and glue safely and effectively.
4. Compose a short description of favorite lunch foods.

Background Information:

Farms provide the things that humans and animals need to survive. Farmers raise plants and animals, which are used to make food, fiber, and energy. Plant foods include items like fruits, vegetables, and grains. Animals can provide meat, dairy, and eggs. Plants and animals can be used to make fiber, which later becomes fabric. Cotton and flax can be processed into fiber, as well as wool from sheep and silk from silkworms. People use fabric to make clothes, sheets, furniture, and more. Some farmers grow trees. Trees are plants used for making wood, and some produce fruit and nuts. Plants and animals need air, water, and food to stay alive. Farmers make sure their plants get everything they need. They plow their fields to loosen the soil, plant seeds, water their crops, harvest them, process them, and eventually ship them to market. To take care of their animals, they ensure that their animals have shelter, water, food, space, and veterinary care. Truck drivers take the plant and animal crops to mills, factories, and processing plants, where they are processed into ingredients like flour, sugar, milk, and more. Some fruits, vegetables, and dairy products are canned, frozen, or packaged before they get to the grocery store to keep them fresh and safe to eat (Britannica).

MyPlate is a popular guide for healthy eating in the United States. There are five food groups in the MyPlate guidelines: fruits, vegetables, grains, protein, and dairy.

- Fruits: give our bodies vitamins (like C and A), potassium, and fiber. Eating one cup of fruit each day helps keep us healthy and can reduce the likelihood of getting sick.

- Vegetables: give us vitamins A and C, potassium, folate, and fiber. Eating one cup of vegetables each day helps keep our hearts strong and lowers the risk of getting sick.
- Grains: give us energy and nutrients such as B vitamins, iron, and fiber. We eat grains in foods like bread, crackers, and cereal. Eat one ounce of whole grains per day.
- Protein: helps build and repair muscles, bones, skin, and blood. Protein also provides us with iron and other nutrients that help keep our bodies functioning well. Protein can be found in meat, eggs, beans, and grains. Eat one ounce of protein per day.
- Dairy: gives us calcium and vitamin D, which help our bones grow strong. It also provides protein and potassium. Make sure to get one cup of dairy per day (MyPlate)!

Kansas Connections:

Did you know that there are over 55,000 farms in Kansas (Kansas)? In our state, there are miles and miles of soil that help plants grow. The land is mostly flat, and the state has four seasons and enough rain. This means that Kansas farmers can grow many important crops like wheat, corn, milo (another name for sorghum), soybeans, sunflowers, alfalfa, and cotton. Wheat is ground into flour to make bread, pasta, and other baked foods. Corn can be used to feed animals or turned into cornstarch and corn syrup. Milo is often used to feed animals, but is also sometimes used to make gluten-free baked goods and snacks. Soybeans can be made into food for people and animals or used to make things like cooking oil and crayons. Sunflowers give us seeds to eat and oil for cooking. Alfalfa is used to feed cattle and horses. Cotton is used to make fabric for clothes and furniture. Several Kansas farmers also raise animals such as cattle and pigs. Cattle provide beef, milk, leather, and more. Pigs provide pork, medicines, and even footballs! Some Kansas farmers even keep goats, sheep, and chickens.

Materials:

Engagement

- Lunch bag with either real food, plastic food, or pictures of food in it
- Anchor Chart Template, printed
- Markers

Discussion

- T. Leticia Méndez Jaimes: *WHERE DOES FOOD COME FROM?*
<https://www.youtube.com/watch?v=x2cWVYIPKSY>
- Amy Moore: *Read Aloud: Where Does Our Food Come From?*
<https://www.youtube.com/watch?v=GGzU9qBwVTQ> OR book of your choice (some options listed in Supporting Resources)



Activity

- Per student: scissors, glue stick, pencil
- Per student: newspaper food ad, lunch tray
- iPads or devices (optional) for looking up information
- 2 Worksheets (at the end of the lesson)

Instructional Format:

1. Review Background Information and Kansas Connections.
2. Conduct an engagement exercise.
3. Lead a class discussion.
4. Complete the activity.

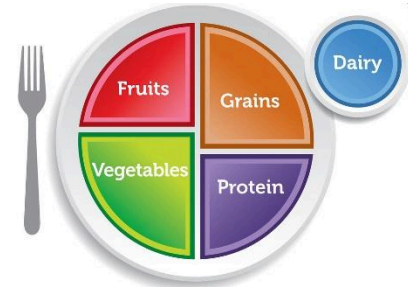
Engagement:

Have students sit on the floor in front of you. Bring out a lunchbox filled with a variety of foods (real, plastic, or picture cards) that students might expect to find in their own lunches. Invite students to come up one at a time and pull out a food item from the bag. Lead a class discussion about where they think each food came from. Record each answer on an anchor chart (template at the end of this lesson) next to the corresponding food item. Explain that the class will revisit the anchor chart at the end of the lesson to check and update their answers.

Procedures:

Discussion

1. Play this short video. T. Leticia Méndez Jaimes: WHERE DOES FOOD COME FROM? <https://www.youtube.com/watch?v=x2cWVYIPKSY>
2. Lead a discussion about what students learned.
3. Return to the anchor chart. Mark correct answers with stars and revise any incorrect ones based on information from the video. (*Note: You may not change all answers yet.*)
4. Then, play Amy Moore: Read Aloud: Where Does Our Food Come From? <https://www.youtube.com/watch?v=GGzU9qBwVTQ> or select another Farm-to-Table themed book. Discuss the story and update the anchor chart if needed.
5. Review MyPlate with students. Remind them how to make healthy food choices and briefly explain each food group. (*Note: Read the second paragraph of the Background Information section to the class for a summary of MyPlate food groups.*)



Activity

1. Distribute lunchroom trays (real or Styrofoam) to each student.
2. Provide newspaper food ads.

3. Instruct students to find and cut out one item from each food group:
 - Protein
 - Fruits
 - Vegetables
 - Grains
 - Dairy
4. Have students glue their selections onto the tray.
5. When finished, organize partner walks where students exchange trays and identify where each food came from.
6. Rotate partners and remind students that foods often come from more than one source (e.g., hamburger on bun = cow + wheat). (Note: Model one sample tray and practice run as a class before starting. Remind students that foods come from plants and animals. If necessary, provide or allow devices so that students can look up where their food comes from.
7. Collect all of the food pictures to use during future lessons. You could also use these pictures as a center activity by adding word cards.
8. Review the anchor chart again. Confirm accuracy and add more foods if time allows.
9. To close out the lesson, call out a food and have partners whisper to each other where it came from. Examples:
 - Bacon -> pig
 - Ice cream -> cow
 - Corn on the cob -> corn stalk
 - Orange juice -> oranges
10. Distribute the two worksheets.
11. Instruct students to cut off the words at the bottom and glue them under each picture. Have students write their names on one sheet and list foods they like to eat for lunch.
12. Staple the pages together with the name sheet on top.

Extension

1. To extend this lesson, you could take your students on a field trip to a local farm or agricultural business to learn more about food production. Visit our interactive map to locate local agricultural businesses! <https://ksagmap.org/>

Vocabulary

- **Farm:** a place where a farmer grows plants and animals to make food, clothing, energy, and other things that we use every day.
- **Crop:** something that grows on a farm.
- **Livestock:** animals that farmers raise for food, clothing, energy, and more – like cows, pigs, sheep, goats, and chickens.



- **Farm-to-Plate, Farm-to-Table, Farm-to-Fork, Farm-to-School, Field-to-Table, Field-to-Fork:** terms used to describe the process of food coming from the farm to our plates.

Career Information: Farmer

A farmer is someone who raises plants and animals for food, fiber, energy, and work. Farmers might tend to crop fields by tilling, planting seeds, caring for the crops as they grow, and harvesting the crops. They might also own animals called livestock, which can be used for meat, milk, eggs, and work. Farmers are important because they produce the food that we eat and the clothes that we wear. They are the first step in the farm-to-plate process!

Assessment: This is an introductory lesson; no formal assessment is used.

Kansas Standards:

Language Arts

Kindergarten

Reading: Informational

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Language in Reading: Informational

RI.K.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension.

Range of Reading and Text Complexity

RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.

Writing

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language in Writing

W.K.10 Demonstrate command of the conventions of standard English grammar and usage when writing.

W.K.11 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Speaking and Listening

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

Presentation of Knowledge and Ideas

SL.K.6 Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly.

1st Grade

Reading: Informational

Key Ideas and Details



RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

Language in Reading: Informational

RI.1.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

Writing

Research to Build and Present Knowledge

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language in Writing

W.1.10 Demonstrate command of the conventions of standard English grammar and usage when writing.

W.1.11 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Speaking and Listening

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.

SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally or through media.

Presentation of Knowledge and Ideas

SL.1.6 Produce complete sentences with appropriate volume, enunciation and rate.

2nd Grade

Reading: Informational

Key Ideas and Details

RI.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.

Language in Reading: Informational

RI.2.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

Writing

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Language in Writing

W.2.10 Demonstrate command of the conventions of standard English grammar and usage when writing.

W.2.11 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Speaking and Listening

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally or through media.



History, Government, and Social Studies

Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.

3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.

3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

National Agricultural Literacy Standards:

Agriculture and the Environment

- Describe how farmers/ranchers use land to grow crops and support livestock (T1.k-2 a.)
- Identify natural resources (T1.k-2 c.)

Plants and Animals for Food, Fiber, and Energy

- Explain how farmers/ranchers work with the lifecycle of plants and animals(planting/breeding) to harvest a crop (T2.k-2 a.)
- Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs) (T2.k-2 b.)
- Identify examples of feed/food products eaten by animals and people (T2.k-2 c.)

Food, Health, and Lifestyle

- Identify healthy food options (T3.k-2 a.)
- Recognize that agriculture provides our most basic necessities: food, fiber (fabric or clothing), energy, and shelter (T3.k-2 b.)

Culture, Society, Economy, and Geography

- Discuss what a farmer does. (T5.k-2 a.)
- Explain why farming is important to communities (T5.k-2 b.)
- Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes (T5.k-2 d.)
- Identify the people and careers involved from production to consumption of agricultural products (T5.k-2 e.)
- Trace the sources of agricultural products (plant or animal) used daily (T5.k-2 f.)

Supporting Resources:

“Agriculture and Me” lesson plan by Utah Agriculture in the Classroom

<https://agclassroom.org/matrix/lesson/361/>

“Before We Eat: From Farm To Table” book by Pat Brisson and Mary Azarian

https://shop.scholastic.com/teachers-ecommerce/teacher/books/before-we-eat-from-farm-to-table-9781338612004.html?eml=SSO%2Faff%2F20251208%2F217513%2Ftxtl%2FGenericLink%2F%2F%2F%2F%2F%2F&affiliate_id=217513&clickId=5499352114

“Eggs: From Hen to Home” lesson plan by Andrea Gardner

<https://agclassroom.org/matrix/lesson/270/>

“Farming” book by Gail Gibbons

<https://www.amazon.com/Farming-New-Updated-Gail-Gibbons/dp/0823445534>



“Farmer Will Allen and the Growing Table” book by Jacqueline Briggs Martin, Eric Shabazz Larken, et al. <https://www.amazon.com/Farmer-Allen-Growing-Table-Heroes/dp/0983661537>

“Farm To Family: Dairy” by Kansas Agriculture in the Classroom
<https://www.ksagclassroom.org/kslesson/farm/>

“Farm To Fridge: Milk Comes From A Cow?” lesson by Kansas Farm Bureau
<https://www.kfb.org/WebsitePageFile/File/E4BAE457-2134-462F-8A23-0B2B663DCAF8/FarmtoFridgeLP814.pdf>

“From Eyes to Fries” lesson by Kansas Agriculture in the Classroom
<https://www.ksagclassroom.org/kslesson/from-eyes/>

From Farm to Table series by Thoennes Keller

- Apples to Applesauce
<https://www.amazon.com/Apples-Applesauce-Farm-Table/dp/0736826335>
- Milk to Ice Cream <https://www.amazon.com/Milk-Ice-Cream-Farm-Table/dp/0736826351>
- Peanuts to Peanut Butter
<https://www.amazon.com/Peanuts-Peanut-Butter-Farm-Table/dp/0736826378>
- Wheat to Bread <https://www.amazon.com/Wheat-Bread-Farm-Table/dp/0736826386>

“How Did That Get In My Lunchbox?” book By Chris Butterworth
https://books.google.com/books/about/How_Did_That_Get_In_My_Lunchbox.html?id=zOSOEAAQBAJ

“How Does It Grow” Youtube series by True Food TV:
<https://www.youtube.com/user/howgrowvideo>

Kid Safari on Agriculture: *Where Does Food Come From Kid Safari on Agriculture.*
<https://www.youtube.com/watch?v=WzS59AaZSol&t=3s>

“PB&J Hooray” book by Janet Nolan and Julie Patton
<https://www.amazon.com/PB-Hooray-Sandwichs-Amazing-Journey/dp/0807563978>

“Right This Very Minute” book by Lisl Detlefsen, Emma D. Dryden, et al
<https://www.amazon.ca/Right-This-Minute-Table-Farm/dp/1948898047>

“Tomatoes: Farm to Table” lesson by Kansas Agriculture in the Classroom
<https://www.ksagclassroom.org/kslesson/tomatoes/>

“Where Does Food Come From?” book by Shelley Rotner & Gary Goss
<https://www.amazon.com/Exceptional-Science-Titles-Primary-Grades/dp/0761329358>

“Where Does It Come From” series by Penelope S. Nelson

- From Cow to Cheese
<https://www.amazon.com/Cow-Cheese-Bullfrog-Books-Where/dp/1645275302>



- From Flower to Honey
<https://www.amazon.com/Flower-Honey-Bullfrog-Books-Where/dp/1645275329>
- From Garden to Pickle
<https://www.amazon.com/Garden-Pickle-Where-Does-Come/dp/1645275361>
- From Seed to Jam [amazon.com/Seed-Jam-Bullfrog-Books-Where/dp/1645275388](https://www.amazon.com/Seed-Jam-Bullfrog-Books-Where/dp/1645275388)
- From Vine to Pizza
<https://www.amazon.com/Vine-Pizza-Bullfrog-Books-Where/dp/1645275418>
- From Wheat to Bread
<https://www.amazon.com/Wheat-Bread-Bullfrog-Books-Where/dp/1645275450>

“Where Does Your Pizza Come From” poster by Minnesota Agriculture in the Classroom:
<https://agclassroom.org/matrix/resource/943/>

“Who Grew My Soup” book by Tom Darbyshire
<https://www.amazon.com/Who-Grew-Soup-Tom-Darbyshire/dp/1412745446>

Author: Nancy Smith, 1st Grade Teacher, edited by Marissa Cook, KFAC Intern, Secondary Education at Kansas State University.

References:

Britannica Kids. (n.d.). *Agriculture – Kids | Britannica Kids | Homework Help*. Retrieved June 3, 2026, from <https://kids.britannica.com/kids/article/agriculture/352715>

Kansas Department of Agriculture. (n.d.). *Kansas Agriculture*. Retrieved June 3, 2026, from <https://www.agriculture.ks.gov/kansas-agriculture>

MyPlate Food. (2026). *MyPlate Food Groups Explained 2026 — Servings & Healthy Tips*. <https://myplate.food/food-groups>



Where Does Our Food Come From?

Bread

Ham

Cheese

Potato Chips

Apple

Cookie

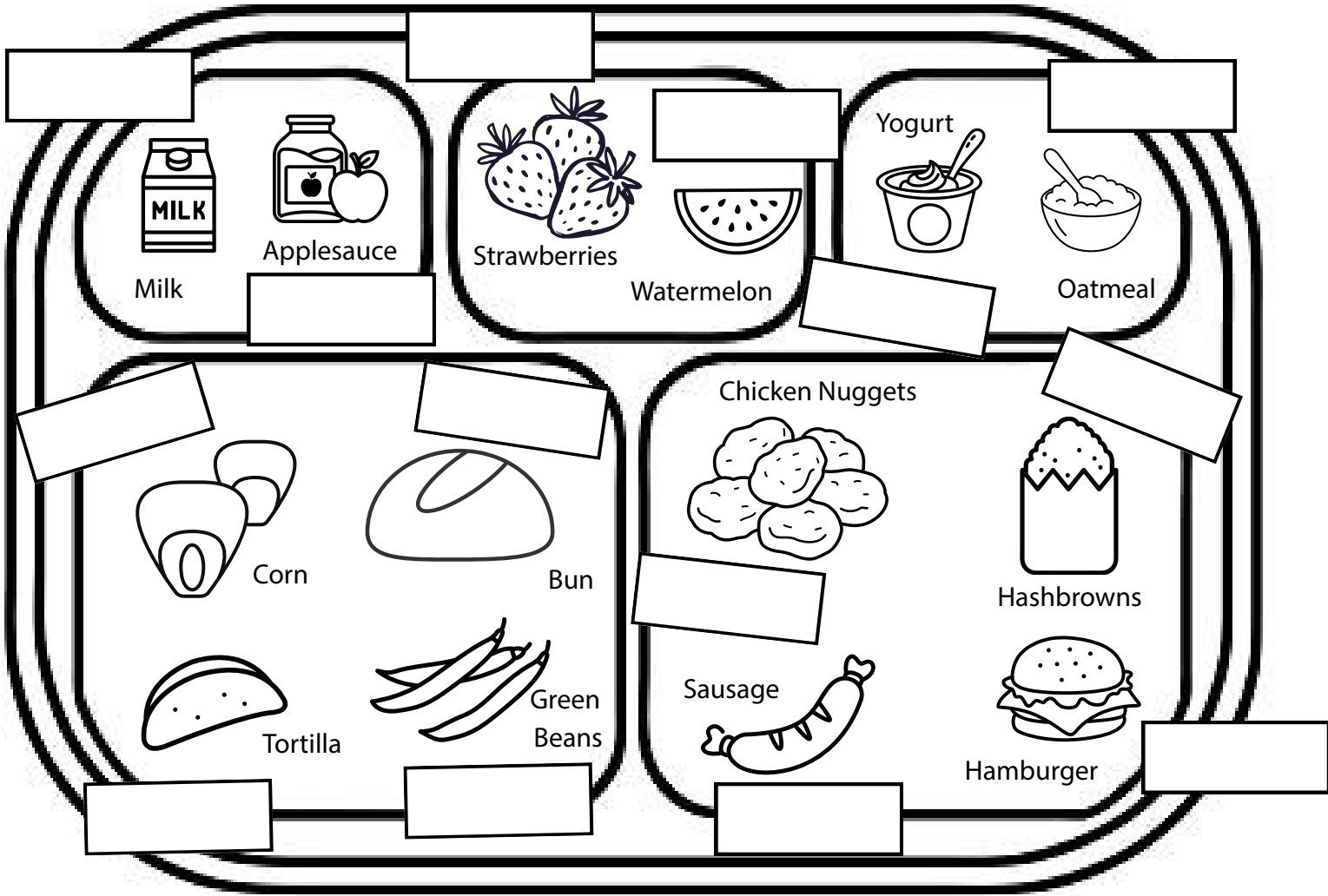
Milk

Name: _____

Date: _____

What foods do you like to eat for lunch?

Where Does My Food Come From?



Glue the items below next to their matching lunch food!

Cow	Cow	Cow	Pig	Wheat
Apple Tree	Potatoes	Chicken	Strawberries	Corn Stalk
Wheat	Watermelon	Oats	Green Beans	

Answer Key

