

Lesson 5: From the Farm to Me!

Grade Level: 1st Grade

Time: 60 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 5 of 5, the closing lesson of the *Growing Up Strong* unit within the Growing Readers micro-curriculum, based on a series of books written by Kansas author Dan Yunk. This lesson brings the unit full circle through a final purposeful read of *Growing Up Strong* and a culminating activity called *From the Farm to Me*. Students place food pictures on a body outline featuring their own photograph, then trace connections between each food and its agricultural source, completing the chain from farm to food to their own bodies. The lesson closes with a two- to three-sentence informative piece in which students name a topic, supply facts about the food and its agricultural source, and provide a sense of closure. Students apply writing conventions developed throughout the unit, including letter formation, common nouns, end punctuation, and conventional spelling.

Skillset: Purposeful final reading, describing the connection between ideas in a text, identifying an author's reasons, tracing a conceptual chain from agricultural source to personal nourishment, informative writing that names a topic, supplies facts, and provides closure, and cumulative application of writing conventions including letter formation, common nouns, end punctuation, and conventional spelling.

Kansas Academic Standards

Kansas ELA Standards

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.10.a Correctly produce upper- and lowercase letters.

W.1.10.b Use common, proper, and possessive nouns when writing.

W.1.11.b Use end punctuation for sentences.

W.1.11.d Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.

(Note: W.1.2 is the primary instructional focus of this lesson's writing component. W.1.10.a, W.1.10.b, W.1.11.b, and W.1.11.d are cumulative application and review of skills already taught explicitly across the unit, not newly introduced instruction. For W.1.10.b, this lesson focuses only on common nouns; it does not address proper or possessive nouns.)

National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber, and Energy

T2.K-2.b Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs).

T2.K-2.d Identify examples of food and fiber products that come from plants and animals.

Agriculture and the Environment

T3.K-2.b Recognize that agriculture provides our most basic necessities: food, fiber, energy, and shelter.

Objectives

English Language Arts Objectives

Students will be able to:

- Describe the connection between healthy eating and exercise as presented in the text.
- Identify a reason the author gives for why nutrition and farming matter.
- Trace each food on their body outline back to its farm source, demonstrating the conceptual chain from agriculture to nourishment.
- Compose an informative piece naming a farm source, supplying facts about the food it provides, and providing a sense of closure.
- Apply letter formation, common nouns, end punctuation, and conventional spelling learned across the unit.

Agriculture Objectives

Students will be able to:

- Identify that farmers grow crops and raise animals that become the foods people eat every day.
- Connect specific foods (bread, egg, milk, apple, corn) to their specific farm sources (wheat, chicken, dairy cow, apple tree, field).

Materials Needed

Final Read-Aloud:

- Book: *Growing Up Strong* by Dan Yunk, illustrated by Michelle Johnson (physical copy)

From the Farm to Me Activity:

- From the Farm to Me activity mat — companion document, one per student (large black-and-white child body outline with a blank circle for a photo, pre-drawn dotted lines connecting the body to farm-source images around the border: dairy cow, beef cow, chicken, wheat field, apple tree, corn field)
- Student photographs, one per student (pre-printed and cut to size ahead of the lesson)
- Small food picture cutouts, one set per student: egg, bread, steak, milk or cheese, apple, corn
- Glue sticks
- Pencils and crayons
- Word bank card (companion document) — Farm-source words: wheat, chicken, beef cow, dairy cow, tree, field. What it gives words: energy, protein, strong bones, vitamins
- From the Farm to Me writing sheet (companion document)

Lesson Procedures

1. Connecting to What We Know. Explain to students: “This is our last lesson in the Growing Up Strong unit! We have learned about eating a rainbow of foods, protein that helps our muscles grow, and carbohydrates that give us energy to move. Today we are going to read our book one more time, and then we are going to make something very special that shows exactly how farms connect to YOU.”

- a. Ask students:
 - “What is one thing you remember about eating healthy or exercising from this unit?”
 - “What foods have we talked about that give our bodies protein or carbohydrates? Can you remember one of our shades-of-meaning verbs from Lesson 4?”
2. Final Read-Aloud. Set a listening purpose: “This is our last time reading this book together. Listen for how eating healthy food and exercising are connected, and think about why Kailey’s mom wanted to share this with her class.”
 - a. Read *Growing Up Strong* aloud. Pause at two key moments. Stopping Point Suggestions (2 total): Keep stops brief. This is a final read; the goal is to reinforce the whole-unit message before moving into the activity.
 - Stop #1 — Author’s Reason: Page 5 — farmers and ranchers producing safe, nutritious food
 - Ask students: “What reason does the book give for why farmers and ranchers care for their land and animals?” (They want to produce safe, nutritious food for all of us.)
 - Follow-up: unpack the vocabulary: “Let’s think about those two words. What do you think safe food means? Safe food is food that will not make us sick; it has been handled properly, kept clean, and stored the right way. What do you think nutritious food means? Nutritious food is food that contains nutrients inside it, like protein or vitamins, that help our bodies grow and stay healthy.”
 - Ask students: “Can you think of a food that is both safe and nutritious? Why is it important for our food to be both?”
 - Stop #2 — Connection Between Ideas: Pages 10–12 — healthy eating plus exercise
 - Ask students: “The book talks about eating healthy food and exercising. How are those two things connected? What happens when we do both?”
3. Bridge to the Activity: From the Farm to Me. Explain to students: “Today we are going to make something that shows exactly how the farm connects to you, not just to Kailey, not just to a book, but to YOUR body. You are going to see your own picture on a body outline, and you are going to connect real foods you eat back to the farm they came from.”
 - a. Display a completed sample mat or a large teacher model and explain each part:
 - “This is a body outline, just like your own body. At the top is a circle; that is where your own photo goes.”
 - “Around the edge of the page, you will see farm sources: a dairy cow, a chicken, a wheat field, an apple tree, and a corn field.”
 - “You are going to glue food pictures onto your body: an egg, bread, milk, an apple, and corn. Then you are going to trace the dotted line from each food all the way back to where it came from on the farm.”
 - Model tracing one dotted line: “Here is my bread. I trace the dotted line all the way back to... the wheat field! Bread comes from flour that is made from wheat, and wheat is grown by a farmer.”
4. From the Farm to Me — Hands-On Activity. Distribute the activity mat, student photographs, food picture cutouts, and glue sticks.

- a. Explain to students: “First, glue your photo in the circle at the top; that is you! Then glue each food picture onto your body. After that, trace each dotted line from the food back to its farm source.”
 - Students glue their photo, glue each food picture onto the body outline, and trace the dotted lines connecting each food to its farm source. Circulate and reinforce the food-to-farm connections as students work:
 - “Where does your egg come from? Trace the line and tell me.”
 - “Where does your milk come from?”
 - “Where does your corn or apple come from?”
 - “What does that food do for your body? Does it give you protein, energy, or something else we learned about?”
5. Informative Writing: Two Patterns for Two Food Sources. Gather students where they can clearly see the chart paper.
 - a. Explain to students: “Now we are going to write about one of the connections to our body. Today we are writing an informative piece: we name our topic, we give facts about it, and we end with a sense of closure. Our foods come from two different kinds of farm sources: some foods grow, like bread or an apple, and some foods come from an animal, like milk or an egg. Let’s look at an example of each, so you can see how the sentences change depending on where your food comes from.”
 - Model a complete plant-source example on chart paper, thinking aloud at each part:
 - “My topic: Today I am writing about wheat.”
 - “My facts: A farmer grows wheat. Wheat makes bread. Bread gives me energy.”
 - “My closing thought: Wheat helps me grow strong.”
 - Model a complete animal-source example on chart paper, thinking aloud at each part:
 - “My topic: Today I am writing about a chicken.”
 - “My facts: A chicken lives on a farm. A chicken gives us eggs. Eggs have protein.”
 - “My closing thought: Eggs help me grow strong.”
 - Point to and name each part in both examples: topic sentence, fact sentences, closing sentence. Point out that the topic and first fact naturally change depending on whether the food grows or comes from an animal, but the closing thought works for both.
 - b. Explain to students: “For any word today that is tricky, try to sound it out yourself first, using the letters and sounds you know. Then check our word bank to see how close you got, and fix your spelling to match exactly. First grade writers work toward spelling words the correct, conventional way, especially tricky words we use often.”
 - Model checking a tricky word against the word bank: “I want to write chicken. Let me try it myself first: ch-i-k-e-n. Now let me check our word bank... it is spelled c-h-i-c-k-e-n. I was close! Let me fix my spelling to match exactly, since that is the correct way to spell it every time.”
 - c. Give students a brief cumulative reminder, naming each skill as a quick review rather than new instruction: “As you write your own piece, remember what you already know: start each sentence with a capital letter, form your letters carefully,

use common nouns to name your farm source and food, leave spaces between your words, and end each sentence with a period.”

- d. Ask students: “Which connection from your body outline will you write about? Does your food grow, or does it come from an animal? Which example will your sentences be more like?”
6. Independent Writing. Distribute the writing section of the activity mat, or a separate writing strip to attach beneath the completed body outline.
 - a. Explain to students: “Choose one connection from your body outline. Write your own topic sentence, your own facts, and your own closing thought, the same way we did together on the chart paper. If your food grows, your sentences will sound more like our wheat example. If your food comes from an animal, your sentences will sound more like our chicken example. Try to sound out every tricky word yourself first, then check the word bank to make sure your spelling is correct.”
 - b. Students write their own informative piece independently, sounding out tricky words first and using the word bank to check and correct their spelling as needed. Display the word bank where all students can see it:
 - Farm sources: wheat, chicken, beef cow, dairy cow, tree, field
 - What it gives me: energy, protein, strong bones, vitamins
(Teacher note: Word bank difficulty varies intentionally. Highly decodable words (milk, cow, tree, strong) may need little to no word bank support. Semi-decodable words (wheat, grows, energy) will likely need a quick check. Words that are not phonetically predictable (protein, vitamins, chicken, field) require the word bank, but students should still attempt to sound them out first; this attempt, followed by correction to the conventional spelling, is the meaningful application of W.1.11.d.)
 - c. Circulate and support:
 - Prompt for content: “Which connection are you writing about? Does your food grow, or does it come from an animal? Which example does your writing match?”
 - Prompt for facts and closure: “What does that food do for your body? How could you end your piece with one more true thing about it?”
 - Sound-it-out-then-check: “Try saying the word slowly and writing the sounds you hear first. Now check the word bank; how close did you get? Fix your spelling to match exactly.”
 - Cumulative reminder as needed: “Capital letter, common noun for your farm source and food, spaces between your words, and a period at the end.”
(Differentiation note: Students who need additional support may use a sentence frame that follows the same topic, facts, and closing structure. For a plant-source food: “Today I am writing about _____. A farmer grows _____. _____ gives me energy. _____ helps me grow strong.” For an animal-source food: “Today I am writing about a _____. A _____ lives on a farm. It gives me _____. _____ helps me grow strong.”) Students ready for a challenge may write about a second food-to-farm connection from their body outline.
7. Unit Closing Discussion and Kansas Connection
 - a. Gather students together with their completed From the Farm to Me activity mats.
 - b. Ask students:
 - “Look at your body outline. Can you tell me one food-to-farm connection you traced today?”
 - “What is one thing we learned across this whole unit, about food, exercise, or farming, that you want to remember?”

- c. **Kansas Connection.** Explain to students: “Everything on your body outline today started with a farmer or rancher: wheat fields, dairy cows, chickens, apple trees, and corn fields. Every choice a farmer makes about what to grow or raise affects real people, including you, because that food nourishes your body. Whether you live out in the country and see those farms every day, or you live in a town or city and see the foods at the grocery store, every single bite you eat connects back to agriculture. From the farm, to your plate, to your body, that connection never stops, and now you can see it for yourself.”
- d. **Ask students:**
 - “Looking at your own body outline, how does it feel to see all these farm connections leading right to you?”
 - “Do you know anyone, a farmer, a rancher, or someone who grows crops in a field, who helps grow the food that reaches your body?”

Assessment: Assess student understanding through teacher observation during the final read-aloud, hands-on activity, shared writing, and independent writing. The teacher should note whether students can describe the connection between healthy eating and exercise, identify a reason the author gives for farmers and ranchers producing nutritious food, correctly trace each food to its farm source on the activity mat, and compose an informative piece that names a farm source, supplies facts, and provides a sense of closure. The teacher should also note cumulative, independent application of letter formation, common nouns, end punctuation, and conventional spelling without re-teaching, since these are review skills by this point in the unit. The completed *From the Farm to Me* activity mat serves as the primary, culminating artifact for the unit.

Supplemental Activities: Display the completed From the Farm to Me activity mats along a classroom wall or hallway titled “From the Farm to Us!” so that every student’s personal farm-to-body connection is visible together as a class. This display serves as a meaningful culmination of the entire unit and can remain up as a reminder of the food-agriculture connection throughout the rest of the year. Consider sending a copy or photo of each student’s completed mat home, along with a brief note inviting families to continue the conversation about where their food comes from.

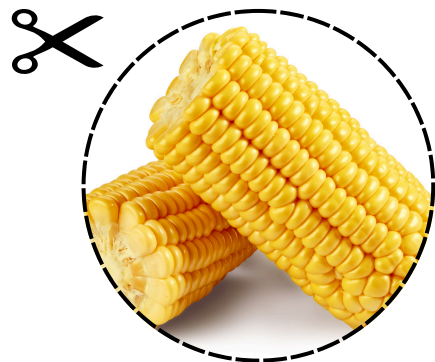
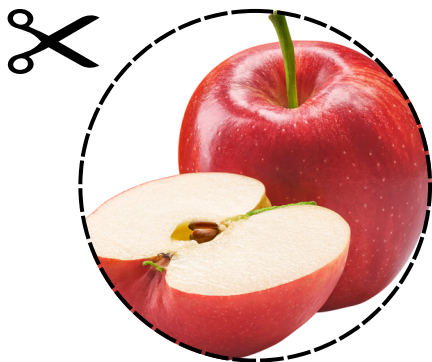
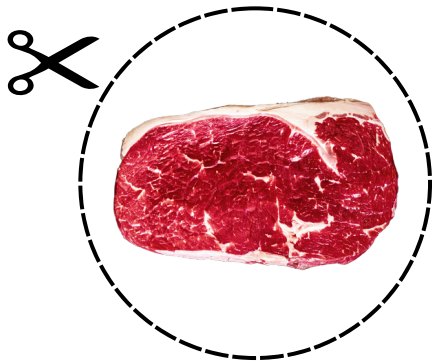
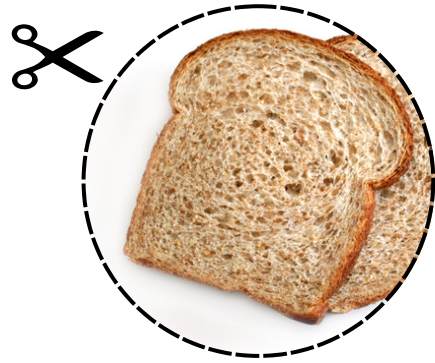
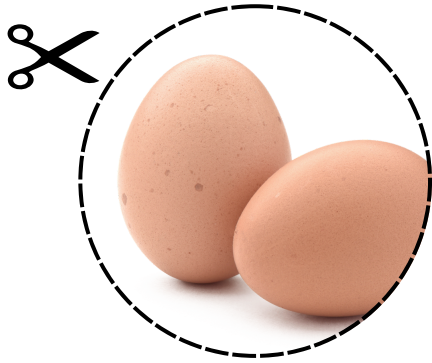
Author: Kelsy Sproul, M.S., Literacy Specialist, 2026 KFAC Teacher of the Year, KFAC Curriculum Advisory Council, Former Elementary Teacher, Graduate Teaching Assistant and doctoral student at Kansas State University College of Education. Edited by Marissa Cook, KFAC intern, Kansas State University Secondary Education.

Name: _____

From the Farm to Me



From the Farm to Me Cutouts



Word Bank



wheat



field



chicken



energy



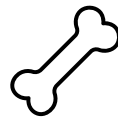
beef cow



protein



dairy cow



strong bones



tree



vitamins

Word Bank



wheat



field



chicken



energy



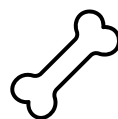
beef cow



protein



dairy cow



strong bones



tree



vitamins

From the Farm to Me Writing Sheet

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains four sets of these lines.

Student Name: _____