



## Lesson 5: From the Farm to Me!

**Grade Level:** 2nd 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 students describing the connections between agricultural production, the foods people eat, and the role food and exercise play in supporting a healthy body. In the culminating activity, *From the Farm to Me*, students glue food pictures onto a body outline featuring their own photograph and draw lines connecting each food to its agricultural source. The lesson closes with an informative piece in which students introduce a topic, develop it with facts and a definition, and provide a concluding statement while briefly checking tricky spellings against a reference source.

**Skillset:** Purposeful final reading, describing the connection between a series of steps in a process, tracing a conceptual chain from agricultural source to personal nourishment, informative writing that introduces a topic, develops it with facts and a definition, and provides a concluding statement, and briefly consulting a reference source to check spelling.

### Kansas Academic Standards

#### *Kansas ELA Standards*

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

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

W.2.11.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

(Note: W.2.2 is the primary instructional focus of this lesson's writing component. W.2.11.e is a brief review of a skill already taught earlier in this unit; this lesson does not include explicit instruction on how to use a dictionary, only a short reminder and application.)

### 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 a series of steps in a process, from a farmer's care to a healthy body, as presented in the text.
- Trace each food on their body outline back to its agricultural source and explain the steps connecting the source to the food.
- Compose an informative text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

### *Agriculture Objectives*

Students will be able to:

- Identify crops and animals involved in producing foods people eat.
- Connect specific foods (bread, egg, meat, milk, apple, corn) to their specific farm sources (wheat, chicken, beef cow, dairy cow, apple tree, field) to their agricultural sources, including wheat, chickens, beef cattle, dairy cows, apple trees, and corn plants.

### **Materials Needed**

*Final Read-Aloud:*

- Book: *Growing Up Strong* by Dan Yunk, illustrated by Michelle Johnson (physical copy or author read aloud on unit landing page)
- Chart paper for tracing the series of steps from farm to body

*From the Farm to Me Activity:*

- From the Farm to Me activity mat — companion document, one per student
- 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)
- From the Farm to Me writing sheet (companion document)

### **Lesson Procedures**

1. Connecting to What We Know
  - a. 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."
  - b. 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 or an adverb from Lesson 4?"
2. Final Read-Aloud. Set a listening purpose: "This is our last time reading this book together. Today, listen for a whole series of steps, one thing leading to the next, that

connects a farmer all the way to a healthy body. We are going to trace that series together after we read.”

- 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 — Page 5 — farmers and ranchers producing safe, nutritious food. Ask students:
      - “What does this page tell us happens first?”
      - What do farmers and ranchers do, and what does that lead to?” (Farmers and ranchers care for their land and animals, which leads to safe, nutritious food.)
    - Stop #2 — Pages 10–12 — healthy eating plus exercise leading to a strong body. Ask students:
      - “What does this page tell us happens next, after we have that nutritious food?”
      - What is the last step in this series?” (We eat healthy food and exercise, which leads to a strong, healthy body.)
  - b. Bring the steps together into one series: “Let’s put these steps together into one connected series, like steps in a process. First, a farmer or rancher cares for land and animals. Next, that care produces agricultural products that provide safe, nutritious food. Then, we eat a variety of foods and stay active. Finally, food and activity help support our bodies as they grow and develop. Each step connects to the next.”
    - Record the four steps on chart paper as a simple numbered chain to reference again during the activity.
3. Bridge to the Activity: From the Farm to Me. Explain to students: “Today we are going to make something that shows that same series of steps, but with your own foods and your own 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, tracing each step along the way.”
- 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 beef 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, steak, 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 drawing one line, naming each step: “Here is my bread. Step one: a farmer grows wheat. Step two: that wheat becomes flour that is made into bread. Step three: I eat the bread. Let me draw a line all the way back to the wheat field to show that whole series of steps.”
4. From the Farm to Me — Hands-On Activity. Distribute the activity mat, student photographs, food picture cutouts, and glue sticks.
- a. Direct students: “First, glue your photo in the circle at the top; that is you! Then glue each food picture onto your body. After that, draw a line from the food back to its farm source.” Students glue their photo, glue each food picture onto the

body outline, and draw lines connecting each food to its farm source. Circulate and reinforce the series of steps as students work:

- “What is the first step for your egg? Where does it start, and where does it end up?”
- “Trace the steps for your milk out loud for me.”
- “Where does your steak come from? Draw the line and tell me the steps.”
- “What is the last step in the series for your corn or apple, once it reaches your body?”
- “What does that food do for your body at the end of the series? Does it give you protein, energy, or something else we learned about?”

5. Informative Writing: Two Patterns, Facts and a Definition, and a Concluding Statement. Gather students where they can see chart paper clearly.

- Explain to students: “Now we are going to write about one of the connections on our body. Today we are writing an informative piece: we introduce our topic, we develop it with facts and a definition, and we end with a concluding statement. Our foods come from two different kinds of farm sources: some foods grow, like wheat that becomes the flour to make bread or an apple from a tree, and some foods come from an animal, like milk, eggs, and meat. 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.”
  - “My definition: Bread gives me energy. Energy is the power my body needs to move and do things. – I am defining a word my reader might not know.”
  - “My concluding statement: 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 and meat.”
  - “My definition: Eggs and meat have protein. Protein is a nutrient that helps our bodies grow and build strong muscles. – I am defining a word my reader might not know.”
  - “My concluding statement: Eggs and meat help me grow strong.”
  - Point to and name each part in both examples: topic sentence, fact sentences, definition sentence, concluding statement.
- Briefly remind students to check tricky spellings: “If you are not sure how to spell a tricky word today, sound it out yourself first, then check our word bank to make sure your spelling is correct.”
- 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 page to attach beneath the completed body outline.

- Explain to students: “Choose one connection from your body outline. Write your own topic, your own facts, a definition of a word your reader might not know, and

your own concluding statement, 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.”

- b. Students write their own informative piece independently. 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
- 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 definition: “Is there a word in your writing your reader might not know? How could you explain what it means?”
  - Prompt for concluding statement: “How could you end your piece with one more true thing about it?”
  - Support for spelling: “Try saying the word slowly and writing the sounds you hear first. Now check the word bank to see how close you got, and fix your spelling to match.”

(Differentiation: Students who need additional support may use a sentence frame that follows the same topic, facts, definition, and concluding structure. For a plant-source food: “Today I am writing about \_\_\_\_\_. A farmer grows \_\_\_\_\_. \_\_\_\_\_ gives me energy. Energy is the power my body needs to move. \_\_\_\_\_ helps me grow strong.” For an animal-source food: “Today I am writing about a \_\_\_\_\_. A \_\_\_\_\_ lives on a farm. It gives me \_\_\_\_\_. \_\_\_\_\_ is a nutrient that helps our bodies grow. \_\_\_\_\_ 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. Gather students together with their completed From the Farm to Me activity mats.
  - a. Ask students:
    - “Look at your body outline. Can you trace one whole series of steps, from the farm to your body, out loud for a partner?”
    - “What is one thing we learned across this whole unit, about food, exercise, or farming, that you want to remember?”
  - b. Kansas Connection. Explain to students: “Everything on your body outline today started with a farmer or rancher: wheat fields, dairy cows, beef 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 in the country and see those farms every day, or in a town or city and see the foods at the grocery store, every bite you eat connects back to agriculture through the same series of steps we traced today. From the farm, to your plate, to your body, that connection never stops, and now you can see it for yourself.”
  - c. 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 a series of steps from a farmer's care to a healthy body, correctly trace each food to its farm source on the activity mat, and compose an informative piece that introduces a topic, develops it with facts and a definition, and provides a concluding statement. The teacher should also note whether students briefly check a tricky spelling against the word bank without needing re-teaching on how to do so, since this is a review skill by this point in the unit. The completed From the Farm to Me activity mat serves as the primary and culminating artifact for the entire 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.

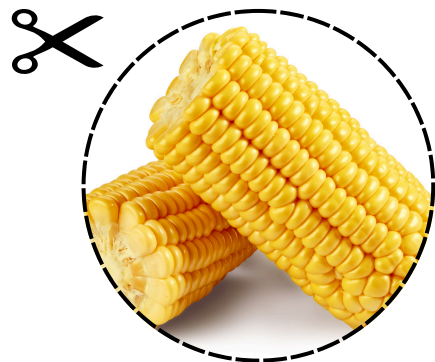
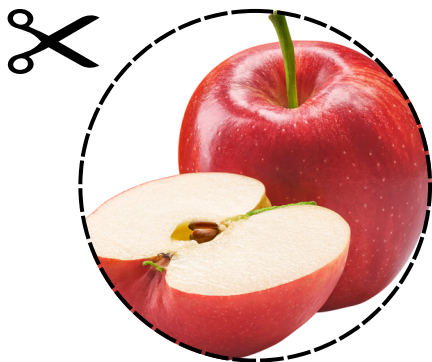
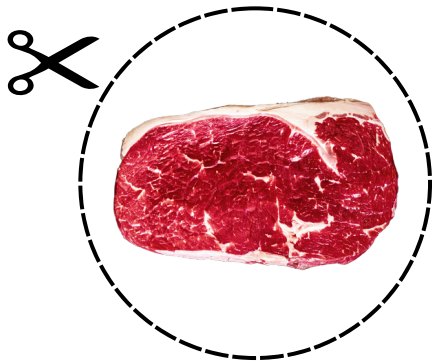
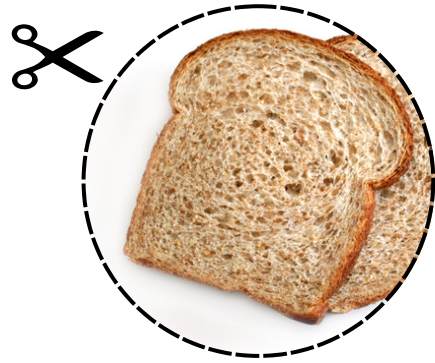
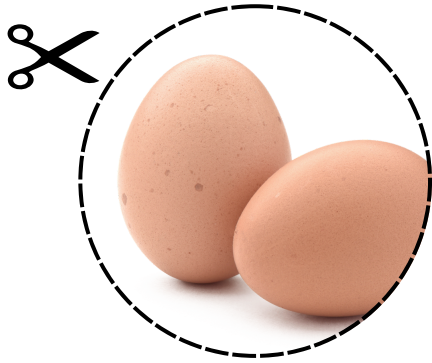
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Name: \_\_\_\_\_

# From the Farm to Me



# From the Farm to Me Cutouts



# From the Farm to Me Writing Sheet

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.

**Student Name:** \_\_\_\_\_