

Lesson 5: From the Farm to Me!

Grade Level: Kindergarten

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*. Students reflect on what they have learned about healthy eating, exercise, and agriculture. In a culminating activity called From the Farm to Me, students place food pictures on a body outline featuring their own photograph and trace connections between each food and its agricultural source. Students then compose a two-sentence informative piece that connects a farm source to the food it provides and explains how that food helps their bodies. The lesson reinforces the connection between agriculture, the foods people eat, and the importance of making healthy choices.

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 and supplies information, and cumulative application of writing conventions including letter formation, capitalization, end punctuation, and phonetic spelling.

Kansas Academic Standards

Kansas ELA Standards

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.10.a Correctly form uppercase and lowercase letters with line awareness.

W.K.10.b Use frequently occurring nouns and verbs in writing.

W.K.11.a Capitalize the first word in a sentence and the pronoun I.

W.K.11.b Recognize and name end punctuation.

W.K.11.c Write a letter or letters for most consonant and short vowel sounds.

W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

(Note: W.K.2 is the primary instructional focus of this lesson's writing component. W.K.10.a, W.K.10.b, W.K.11.a, W.K.11.b, W.K.11.c, and W.K.11.d are cumulative application and review of skills already taught explicitly across the unit, not newly introduced instruction.)

Kansas History, Government, and Social Studies Standards

Kindergarten Focus Standard 1: Choices have consequences

Benchmark: The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.

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.

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, exercise, and growing up strong with prompting and support.
- 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 a two-sentence informative piece naming a farm source and the food it provides, using drawing, dictating, and writing as appropriate.
- Apply letter formation, capitalization, end punctuation, and phonetic 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).

Social Studies Objectives

Students will be able to:

- Recognize and evaluate how a farmer's choice to grow or raise a particular food is a significant choice that has a real consequence in their own life — the food that nourishes their body.

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)
- 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. 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?”
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. Keep stops brief. This is a final read — the goal is to reinforce the whole-unit message before moving into the activity. Stopping Point Suggestions (2 total, brief):
 - 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 has nutrients, such as protein and 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 is made from flour that comes 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 of your body outline — that is you! Then glue each food picture onto your body. After that, trace the dotted line from each food to the farm source it comes from. After you are finished tracing the lines, tell a partner where one food comes from.”
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 carrot 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. Gather students where they can see chart paper clearly.
 - a. Explain to students: “Now we are going to write about one of the connections in our body. Today we are writing an informative piece; that means we are naming something and then giving true information about it, not an opinion.”
 - b. Explain to students: “We have two kinds of sentence frames today — one for foods that grow, and one for foods that come from an animal.
 - If your food comes from a plant that grows, like bread or an apple, use this frame.” On chart paper, write: “A farmer grows _____. That gives me _____.”
 - Explain to students: “If your food comes from an animal, like milk or an egg, use this frame instead.” On chart paper, write: “A _____ lives on a farm. That gives me _____.”
 - Explain to students: “My first blank names my topic — the farm source. My second blank gives information about what that food does for my body, like protein, energy, or strong bones.”
 - c. Sound it out, then check. Explain to students: “For every word today, try to sound it out yourself first, using the letters and sounds you know. Then look at our word bank to see how close you got, and fix anything that is different. Even tricky words are worth trying first!”
 - Model completing the animal frame on chart paper, thinking aloud, sounding out every word before checking the word bank:
 - “A chicken lives on the farm. Let me try chicken myself first: /ch/ /i/ /k/ /e/ /n/. Ch-i-k-e-n. Now let me check my word bank... it is

- spelled c-h-i-c-k-e-n. I was close! I fix my spelling to match.”
(attempted independently, then checked)
- “That gives me protein. Let me try protein myself: /p/ /r/ /o/ /t/ /ee/ /n/. Pro-teen. Now let me check my word bank... it is spelled p-r-o-t-e-i-n. I fix my spelling to match — that is a tricky word, and I still got some sounds right!” (attempted independently, then checked)
 - d. Give students a brief cumulative reminder, naming each skill as a quick review rather than new instruction: “As you write your own two sentences, remember what you already know: start each sentence with a capital letter, form your letters with tall letters reaching the top line and short letters staying in the middle, leave spaces between your words, and end each sentence with a period.”
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. If your food grows, write: A farmer grows _____. That gives me _____. If your food comes from an animal, write: A _____ lives on a farm. That gives me _____. Try to sound out every word yourself first, then check the word bank to see how close you got.”
 - b. Students write their two sentences independently, sounding out every word first and using the word bank to check and correct their spelling as needed.
 - c. 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

(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 is the meaningful application of W.K.11.c and W.K.11.d, even when the final spelling needs correcting.) Circulate and support:

 - Prompt for content: “Which connection are you writing about? Does your food grow, or does it come from an animal? Which frame should you use?”
 - Prompt for the benefit blank: “What does that food do for your body? Does it give you protein, energy, or something else we learned about?”
 - 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 anything that is different.”
 - Cumulative reminder as needed: “Capital letter, spaces between your words, letters sitting on the line, and a period at the end.”
(Differentiation note: Drawing and dictation remain available for students who need additional support, consistent with W.K.2. Students ready for a challenge may write about a second food-to-farm connection from their body outline.)
7. Unit Closing Discussion & 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 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?”
- b. 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. Many foods we eat begin with plants or animals raised on farms. 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. 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?”
 - How does agriculture connect to the food you eat?

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 a two-sentence informative piece naming a farm source and the food it provides. The teacher should also note cumulative, independent application of letter formation, nouns and verbs, capitalization, end punctuation, and phonetic 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 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 meaningfully culminates the 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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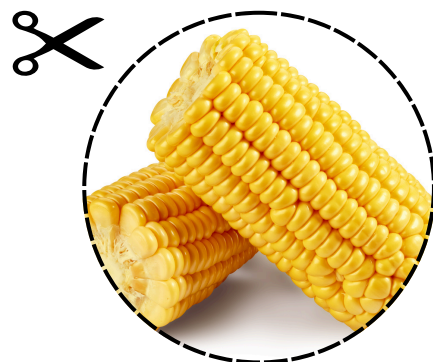
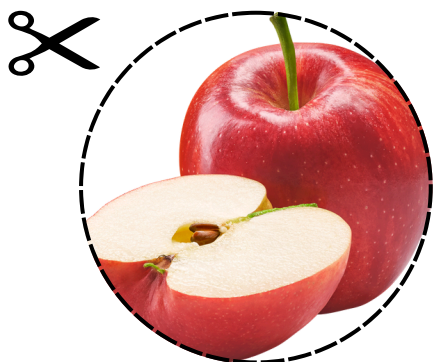
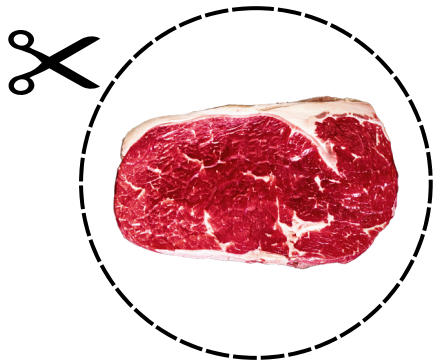
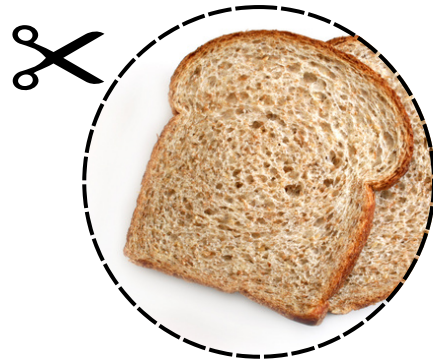
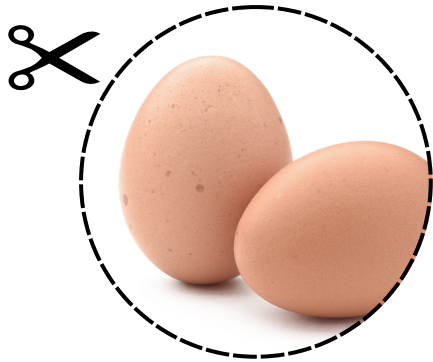
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From the Farm to Me



From the Farm to Me Cutouts

Have an adult help you cut these out!



Word Bank



wheat



field



chicken



energy



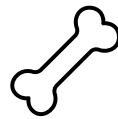
beef cow



protein



dairy cow



strong bones



tree



vitamins

Word Bank



wheat



field



chicken



energy



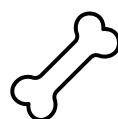
beef cow



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: _____