Plant or Animal

*Lesson Plan for Grade K, Science*

*Prepared by NAITC*

*Modified by Mississippi State University, School of Human Science*

*for Mississippi Farm Bureau Federation - AITC*

# OVERVIEW & PURPOSE

Students will learn about the sources of different foods by differentiating between foods originating from plants and foods originating from animals.

# EDUCATIONAL STANDARDS

**Mississippi College-and-Career Readiness Standards**

E.K.10.2 With teacher guidance, develop questions to conduct a structured investigation to determine ways to conserve Earth's resources (i.e., reduce, reuse, and recycle) and communicate results.

ELA-RL.K.10 Actively engage in group reading activities with purpose and understanding.

**NALOs:**

T2.K-2 e Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming.

# OBJECTIVES

* Students will identify which food products come from a plant or an animal
* Students will categorize food products
* Students will describe where food comes

# MATERIALS NEEDED

* Index cards (2 per student)
* Crayons, colored pencils, or markers (1 pack per student)
* *How Did That Get In My Lunchbox?* by Chris Butterworth

# Lesson Set Up:

1. Obtain the book *How did that get in my lunchbox?* by Chris Butterworth
2. Have crayons and index cards available for students to use.

# VOCABULARY

**crops:** plants that farmers grow for fuel and fiber, such as corn or soybeans

**farmer:** a person who grows crops or raises livestock as a job

**livestock:** animals farmed for food and fiber, such as pigs, sheep and chickens

# Background Information for Teacher:

Nearly all of the food we eat each day comes from either a plant or an animal. Most of these plants and animals were raised or grown on farms. Farmers and ranchers throughout the United States and the world work hard to learn how they can provide a nutritious and abundant food supply.

# LEARNING PROCEDURES

1. Tell students that they will be going on an imaginary field trip to a farm.
2. Ask them to close their eyes as you describe the journey to them. Describe to the path they would take in your school to leave the classroom and board the bus. To help them visualize visualize the field trip in their minds, use as many descriptive words as you can to describe what they see along the way.
3. Continue the description of your imaginary field trip as the students ride the bus and eventually arrive at the farm. Help the students visualize looking out the window of the bus and seeing the farm.
4. Pause for a moment in your story to allow the students to visualize on their own what they might see if they were really visiting a farm. Then, ask the students to open their eyes and raise their hands to tell you what kinds of things they would imagine seeing. Some students may list various farm animals and others may list items such as barns, fences, or crops.
5. After the students have offered their ideas, inform them that they will be learning about the plants and the animals that are often found on farms.
6. Open a discussion with the students by asking them what foods they typically eat in a day or week. List their responses on the whiteboard. Try to keep their responses limited to simple, raw foods that come purely from a plant or animal source and not both. If your students list food items such as pizza or a sandwich, only list a single part of the food (pepperoni, bread, or ham) to avoid confusion.
7. Ask students where they think these foods originate. Write their responses next to each food on the class list. For example, students may state that corn comes from the seeds of a plant. If they don't know where food comes from, label it with a question mark. Keep their responses on display for future reference.
8. Distribute crayons, colored pencils, or markers and several index cards to each student. Instruct them to draw a picture of one type of food on each card.
9. If students are able, ask them to write the name of their food under their illustration. Store each student's cards in an envelope or recycled cardboard box.
10. Read the book *How Did That Get In My Lunchbox?* The Story of Food by Chris Butterworth to the class. Allow time for the students to react to the reading and discuss their ideas regarding the origin of their food. As you read the book, ask the students to identify the origin of the described foods after you read each page. For example:

**"Does (bread) come from a plant or an animal?"**

1. Make changes to the class list of foods and originations as necessary.
2. As a class, have students divide their index cards of food illustrations into two categories—foods from animals and foods from plants. Check student work for accuracy.

**Concept Elaboration and Evaluation**

After conducting these activities, review and summarize the following key concepts:

* The foods we eat were produced on a farm. Food comes from either a plant or an animal.
* Animals provide foods such as milk, meat, and eggs.
* Plants provide foods such as fruits, vegetables, and grains.

Additional Learning Procedures

To help students review and elaborate more about animal or plants, try using the [“Think Pair Share”](https://drive.google.com/file/d/1ZdG9whGdtf3nb0CuTlLwph74ZE_tPd9W/view?usp=drive_link) method to allow students to think deeper and make new connections.



Source: <https://www.agclassroom.org/teacher/matrix/>

*For more information and additional lessons visit*

*https://msfb.org/ag-in-the-classroom/lesson-plans/.*