

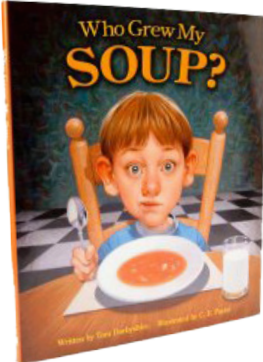
'Who Grew My Soup?'

Literacy Project



The Book

'Who Grew My Soup?' by Tom Darbyshire is a delightful story of a boy named Phineas who declares he won't eat his soup until he knows where it came from. To his surprise, a man in a flying tomato balloon shows up to answer his question. Together they fly from farm to farm, learning about the amazing vegetables in his soup and the farmers who grew them. This story is followed by a lesson where students learn about the five food groups and what New Mexico grown foods fit into each group. This lesson makes a local connection to good nutrition and a healthy lifestyle.



How the Project Works

Approximate time needed: 45 minutes

Supplies needed: Pens/pencils, tape, popsicle sticks, glue, scissors

1. Teachers request a visit from their local FFA chapters.
2. FFA students read to students in K-5 classrooms.
3. Following the reading, FFA members will complete a simple hands-on activity with the students discussing the book.

Part I: Introduction (SUGGESTED TIME: 5 MINUTES)

1. Briefly introduce yourself and discuss your connection to agriculture. If you weren't involved with agriculture prior to FFA, explain what FFA has done for you or what you look forward to doing through FFA activities.
2. If you live on a farm or ranch, you may want to bring props, crop samples or photos of the farm, equipment, or animals.

Part 2: F Words of Agriculture (SUGGESTED TIME: 10 MINUTES)

1. Introduce the F's of Agriculture. Example: "Agriculture is a big word and it covers many different things, including your soup. I am going to teach you The the F's of New Mexico Agriculture to help you understand agriculture in our state. Say, "Now repeat after me and hold up a finger for each word as we go through the F's". "The first F is Farming..." See the attached "Agriculture is..." poster for help.

Part 3: Book Reading (SUGGESTED TIME: 10 MINUTES)

1. Introduce the story. For example, "I am going to read a fun story about a boy named Phineas, an amazing tomato balloon and the trip he takes to learn who grew his soup."
2. Show off the great images in the book, they are fun and engaging.
3. PRACTICE reading the book! This book has a rhyming pattern. Take time to get the beat of the book and emphasize

Checklist

- ☐ Give the teachers the attached hand sample beforehand so they can make copies for each student if needed.
- ☐ Make sure you receive the evaluation forms back from the teacher after the presentation.
- ☐ Complete attached feedback form or on website once you've completed the project.

Helpful Hints

- Wear your official dress. Young students love to see those blue jackets! Not to mention, they look sharp!
- Check out the training video: <http://www.youtube.com/watch?v=D1aXhOsfwyg&feature=youtu.be>
- Practice! Prepare by reading the book both silently and aloud before you get to the classroom. Also, review the activity materials and practice presenting it to someone else. Practicing will help ensure you have time to read the story, talk about key points and do the activity in about 45 minutes, as 45 minutes goes faster than you think!
- Check in with the teacher. If possible, before your presentation, briefly visit with the teacher. Share a copy of the

activity and ask if there are students with special needs and how to accommodate them.

- Can everyone see and hear? Before you start reading, make sure all the students can see and hear the book so they will be good listeners.
- Move the book around as you read. Either while you are reading, or after reading each page, move the book so each student can see the great images. This is especially important with younger grades. One of the best features of this book are the wonderful pictures.



Part 4: F's of Agriculture Transition Activity - Get the Wiggles Out!

(SUGGESTED TIME: 5 MINUTES)

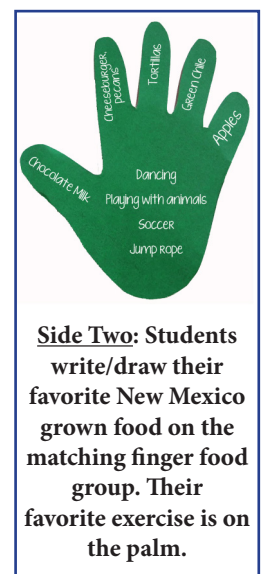
1. Repeat the six F words of agriculture to the students and explain, "Exercise is an important part of being healthy so we're going to do a fun exercise for each word to help you remember the F words of agriculture! Everybody on your feet!" For examples of easy exercises related to agriculture, visit Oklahoma Ag in the Classroom's 'Action Agriculture Across Oklahoma' (http://agweb.okstate.edu/fourh/aitc/movie/aaao_1.html)
- * Note: Choose exercises that can be done in place. Avoid movement around the room. Also, have a keyword like "FREEZE" to get everyone to stop at the same time and provide the next set of instructions.
- **Farming and ranching**- Farmers and ranchers have to work very hard. Ranchers have to rope the cattle to collect them, like this... (Ask the kids to put one hand on the horn, swing their rope with the other hand, while they move their feet)
 - **Food**- "Everybody likes chicken, right?! Let's do the chicken dance!"
 - **Fabric**- "Did you know some fabric is made from cotton?! Let's act like a harvester and pull and stomp cotton!" (Roll your arms then stomp up and down.)
 - **Flowers**- "Planting takes a lot of work! Now dig, dig, dig and plant, plant, plant!" (Make shovel actions, then bend down on your knees and bury the seeds)
 - **Forestry**- "Let's cut some trees!" (Pick up your saw and push/ pull!)

Part 5: 'Give Me Five' Activity (SUGGESTED TIME: 15 MINUTES)

1. Allow students to trace their own or a partner's hand (this will take a little longer) or provide each student with a printed hand.
- * Note: For the younger students or to save time, use the copies of the labeled hand template attached.
- * **IMPORTANT: Seeing is understanding. Make a sample hand prop to show students. You will need to write each word on the board (including EXERCISE) or make a large poster for use as an example of how to label each hand.**
2. Have students cut out the traced hand.
 3. Label each of your fingers with a food group according to serving proportions. Fruit and dairy food groups are small so they are labeled proportional to their size, this is why they are the thumb and pinky.
 - a. Fruit- the pinky finger
 - b. Vegetables- the fourth finger
 - c. Grains- the middle finger
 - d. Protein- the pointer finger
 1. Write "Exercise" in the palm of your paper hand.
 2. On the other side of the hand students should write or draw their favorite New Mexico grown food for each food group in the matching finger area (Ex: fruits/apples) *See 'My New Mexico Grown Plate' for examples.
 3. Have them write or draw their favorite exercise in the palm area. See Side Two example.
 4. Glue the popsicle stick to the middle of the palm.



Side One: A food group listed on each finger. Exercise is listed on the palm.



Side Two: Students write/draw their favorite New Mexico grown food on the matching finger food group. Their favorite exercise is on the palm.

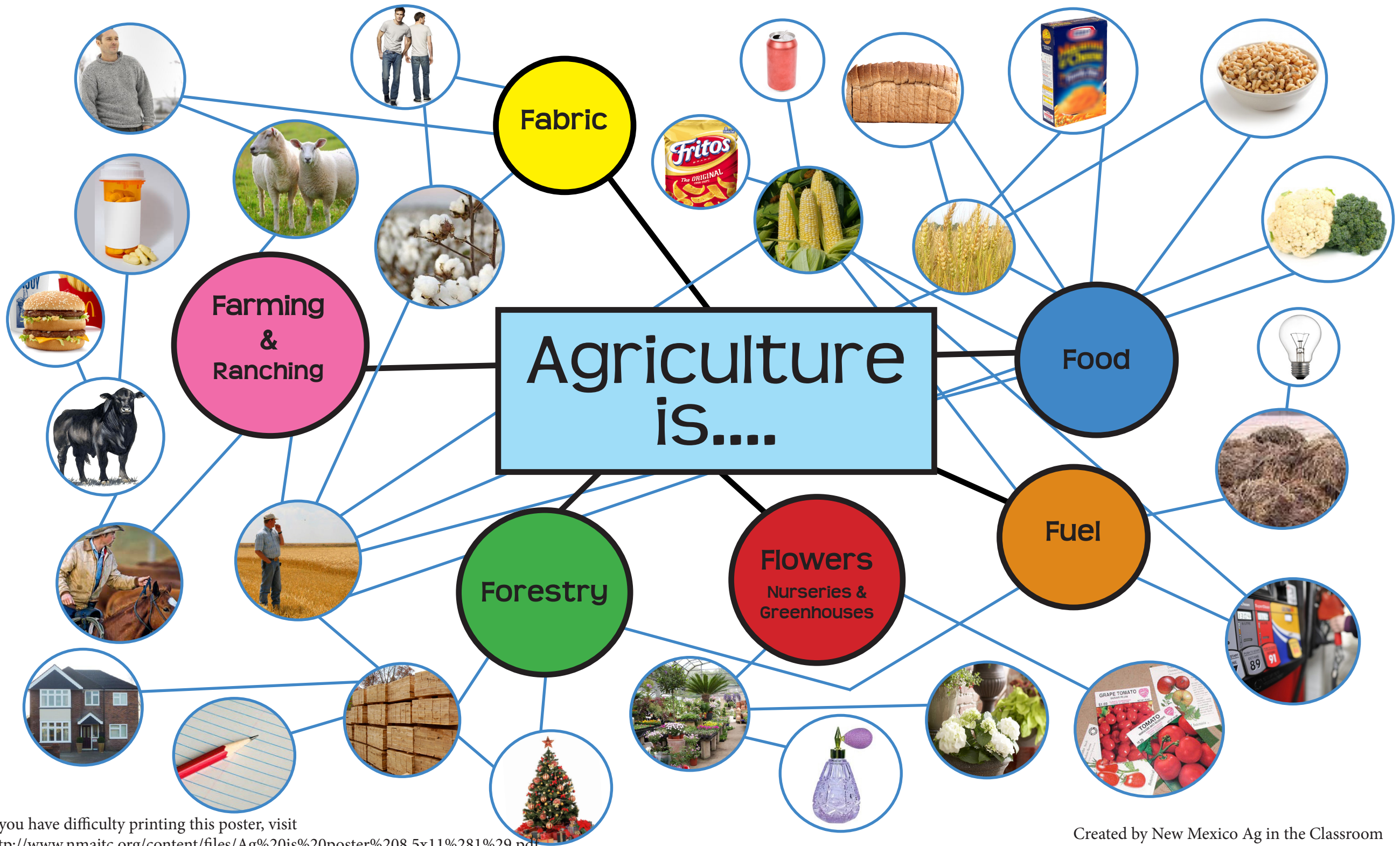
For more info, visit choosemyplate.gov

Part 6: Wrap Up (If Time Allows)

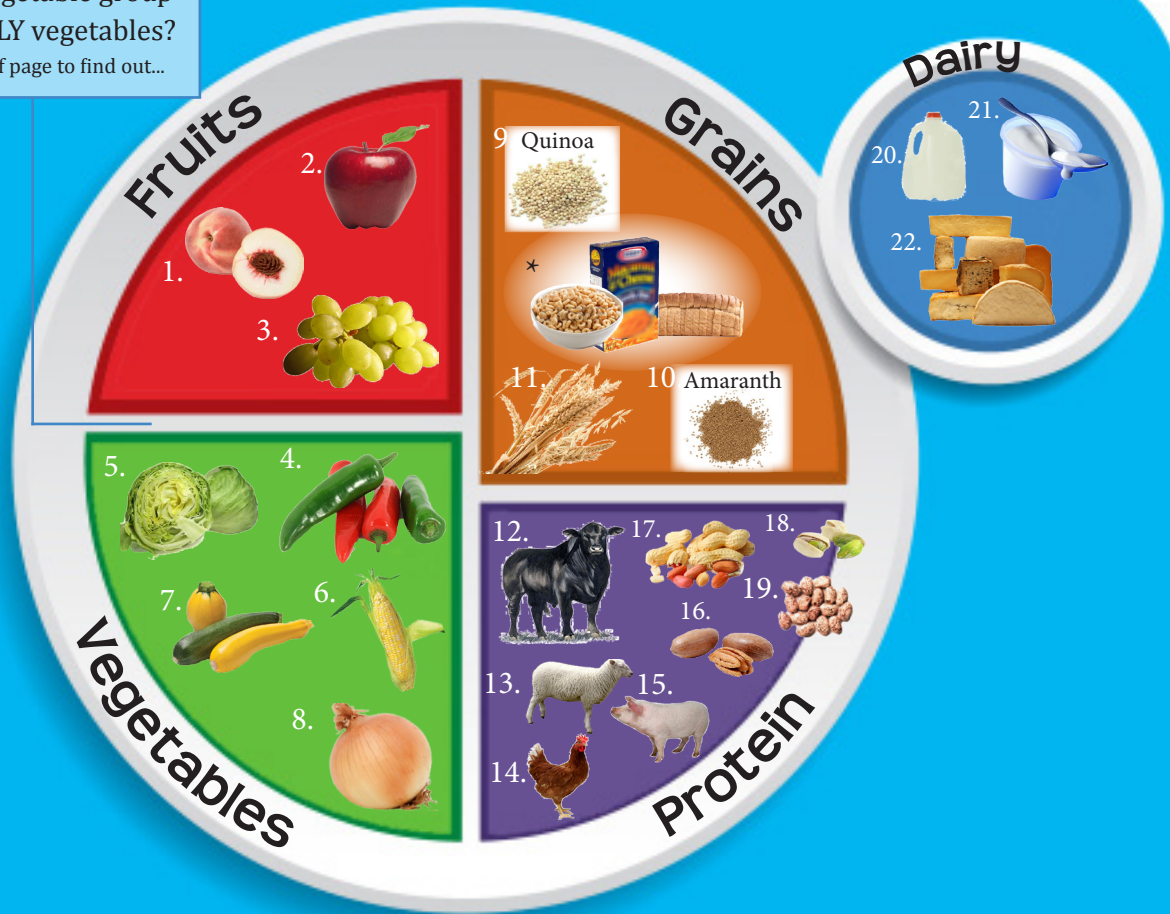
1. Ask if there are any questions.
2. When the students finish, repeat the five food groups together. Invite students to share their favorite New Mexico foods with the class.
3. If you have time, review the F's of New Mexico Agriculture.

More Helpful Hints

- Pay close attention to the student's mood. Pacing is critical. Move along fast enough to maintain student's interest, but slow enough for all students to thoroughly enjoy the story. Modulate your voice to emphasize key points. When you reflect on the book keep it short and to the point.
- Most importantly, have fun! Enjoy this wonderful experience of reading aloud and teaching children about the importance of agriculture.



Quiz: Are all the foods
in the vegetable group
ACTUALLY vegetables?
See back of page to find out...



My New Mexico Grown Plate

FRUITS

1. Many stone fruit grow in New Mexico including **peaches**, plums apricots and cherries!
2. **Apples** contain no fat, sodium or cholesterol and are a good source of fiber.
3. Many types of **grapes** are grown in New Mexico especially veritus grapes, which are used to make wine.
4. New Mexico' has two official state vegetables, one is the **chile pepper**. But it's not really a vegetable according to horticulturists who classify it as a "fruit" and botanists who classify it as a "berry."

VEGETABLES

5. Both Romaine and Iceberg **Lettuce** are great choices when it comes to calories - both have less than 10 calories per cup of fresh leaves. They're also well-suited for

both low-fat and low-carb diets. Romaine lettuce has darker green leaves -- the deeper the color the better the nutrition. Romaine lettuce has more folate, vitamin K and lutein (an antioxidant related to vitamin A).

6. In addition to field corn grown to feed cattle, **sweet corn** is also grown and harvested in New Mexico for human consumption.
7. Calabacitas (the Spanish word for "small **squash**") is a traditional late summer/early fall dish in New Mexico, because it's best made with local, fresh ingredients including roasted green chile, summer squash, and corn.
8. New Mexico State University has developed numerous onion varieties known as NuMex Onions. **Onions** are high in vitamin C and are a good source of fiber and other key nutrients. Onions are fat free and low in calories, yet add abundant flavor to a wide variety of foods.

GRAINS

9. **Quinoa**, pronounced keen-wah, is a small round seed that cooks quickly.
10. **Amaranth** is a tiny seed, which has a slight peppery flavor.
11. In addition to wheat grown to feed cattle, **wheat** is also grown and harvested in New Mexico for human consumption. * Various kinds of wheat are milled and used to make breakfast cereals, bread and macaroni.

PROTEIN

12. **Beef** is one of New Mexico's top commodities. Beef cattle are raised in 32 of the 33 counties. Beef is an excellent source of protein, iron, vitamins B3, B6 and B12 and is the #1 source of zinc in the human diet in the United States.
13. On average, a 3.5-ounce serving of lean **lamb**, has only 175 calories and meets the FDA definition for lean. According to FDA guidelines, lean meat has less than 10 grams of fat, less than 4.5 grams of saturated fat, and less than 95 milligrams of cholesterol per 100 grams or 3.5 ounces.
14. **Chicken** consists of high-quality protein (that is, protein that contains the eight essential amino acids) and a relatively low amount of fat. In addition, fat in chicken is mostly of the unsaturated type, which protects against heart disease.
15. One famous New Mexican food dish is carne adovada, which is **pork** stewed in a sauce of ground dried chiles. Lean cuts of pork are high in protein, low in fat and have more B-vitamins (thiamin, niacin, B6 and B12) than many other types of meat. These vitamins play a role in a variety of body functions, including metabolism and energy production.
16. New Mexico consistently ranks in the top 3 **pecan** producing states along with Georgia and Texas. Of all the nuts, pecans contain the highest levels of antioxi-

dants.

17. Valencia **peanuts** usually have three to five small kernels to a pod. They are very sweet peanuts and are usually roasted and sold in the shell. They are grown mainly in New Mexico. Peanuts are good sources of vitamin E, niacin, folate, protein and manganese.
18. **Pistachios** are all-natural, cholesterol free, high in fiber, low in saturated fats, contain no trans fats and are gluten-free. One ounce of shelled pistachios contains 10% of an adult's needed daily intake of protein. There is more potassium and iron by weight in pistachios than in any other nut, fruit, or vegetable.
19. New Mexico's second official state vegetable is the **Pinto bean** or "frijoles". They are a good source of energy and the B vitamins- thiamin, riboflavin and niacin-which are necessary for growth and tissue building. Minerals found in pinto beans include calcium, phosphorus, potassium and iron, all essential to good health.

DAIRY

20. **Milk** is one of New Mexico's top commodities, and New Mexico currently ranks 9th in the nation for milk production. Milk provides your body with calcium, which is needed for healthy bones and teeth. Calcium also helps our muscles and nerves work properly, and helps blood to clot. It also provides carbohydrates, protein and Vitamin D.
21. **Yogurt** is a rich source of calcium and protein. Those with lactose intolerance may find it easier to eat yogurt because of the active, live bacterial cultures (also known as probiotics) help lactose digestion.
22. New Mexico ranks 5th in the nation for **cheese** production and houses the largest cheese plant in North America. Cheese is the # 2 source of dietary calcium for Americans and also provides high-quality proteins needed to help stay healthy.

Fun Nutritional Facts

• Fruit vs. Vegetable:

- **Fruit**- the edible part of a plant that contains the seed producing ovaries
- **Vegetable**- the edible portion of a plant, which could be leaves (like lettuce or spinach), roots (like potatoes or radishes), seeds (like sunflower or pumpkin seeds), or the part of the plant that contains the seed producing ovaries of the plant.



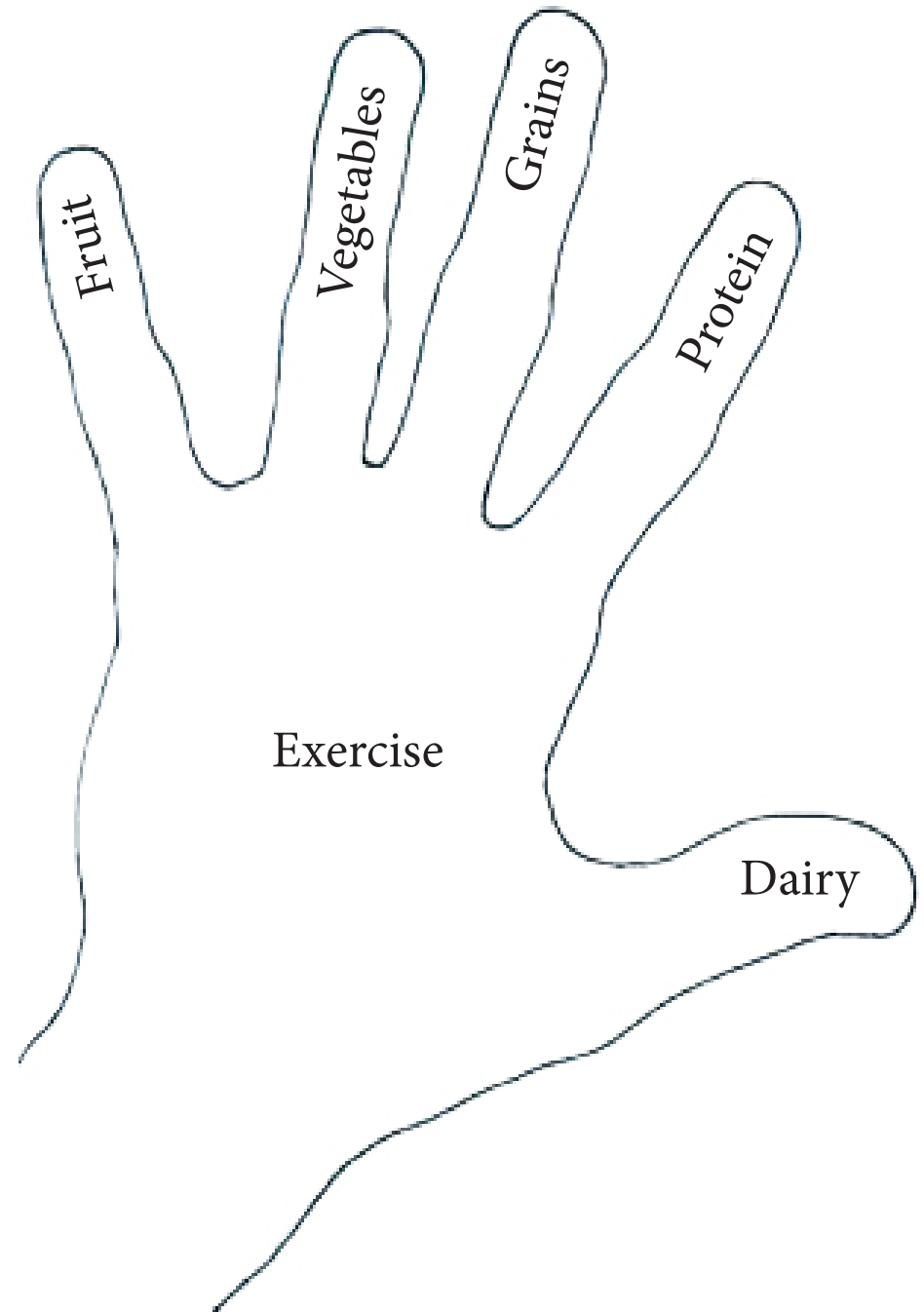
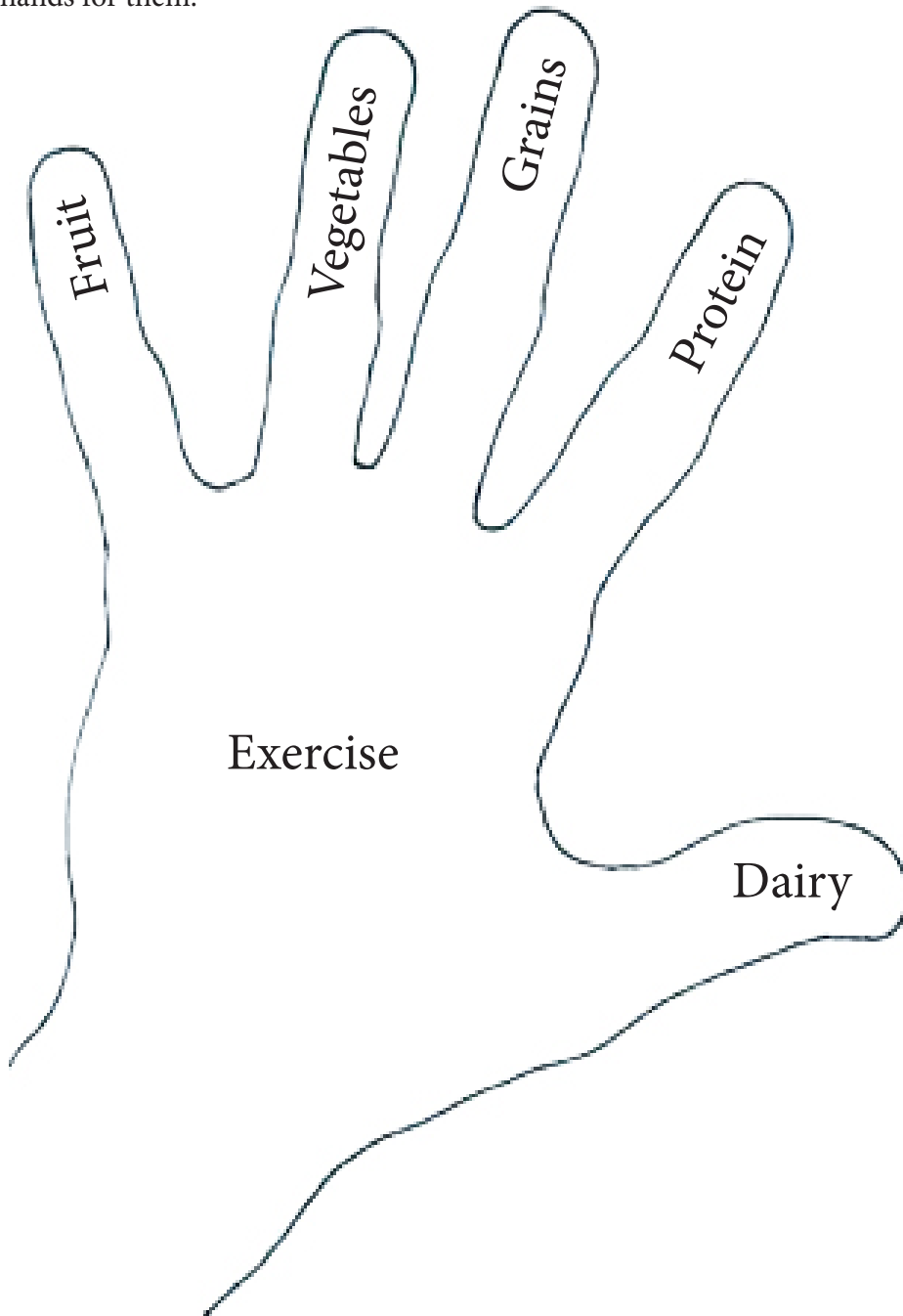
Q. Does chile belong in the fruit or vegetable group?

A. Both- even though chile is technically a fruit, it has been declared one of the official state vegetables. Still confused? Check out <http://oklahoma4h.okstate.edu/aitc/lessons/upper/fruitveg.pdf>

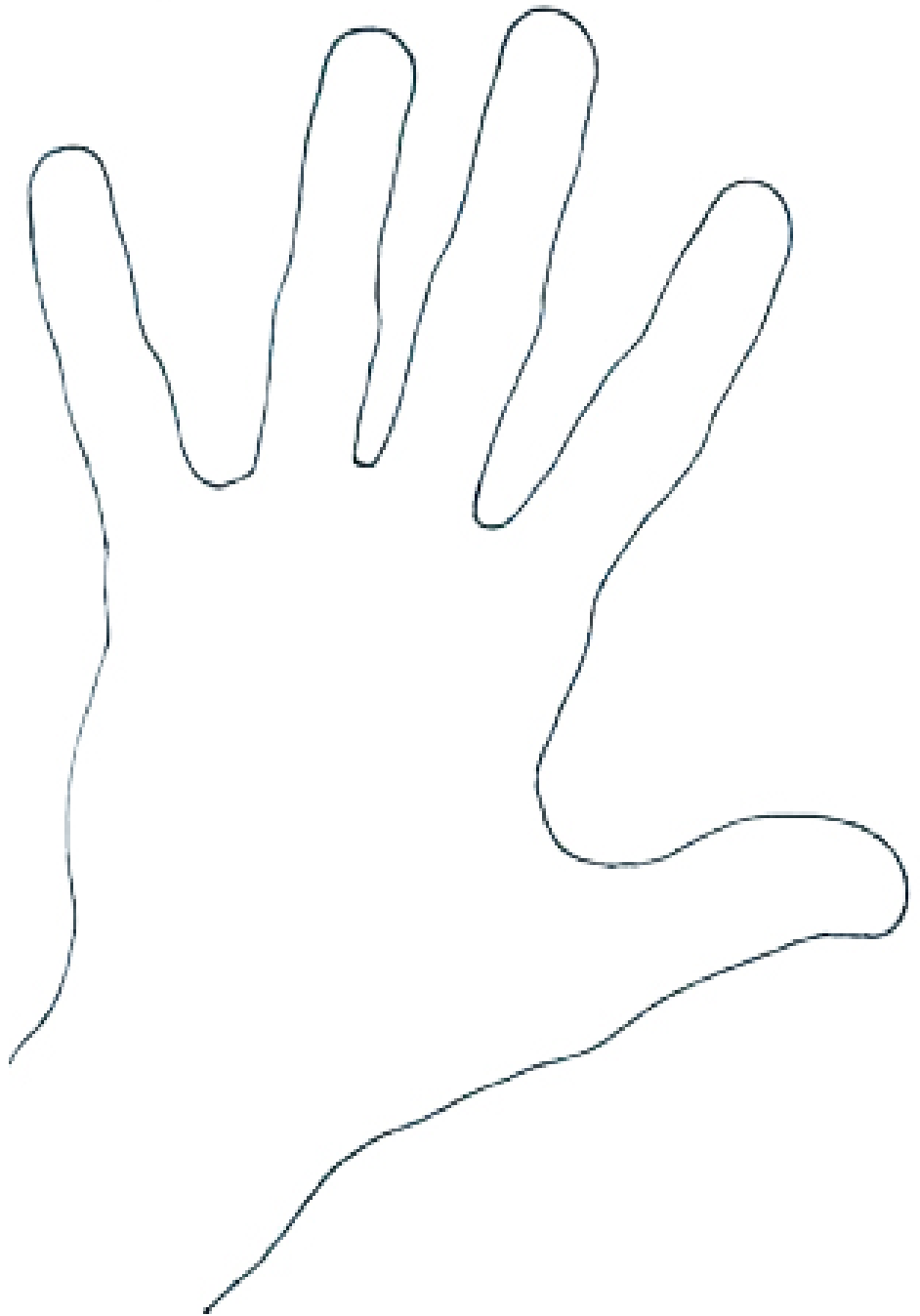
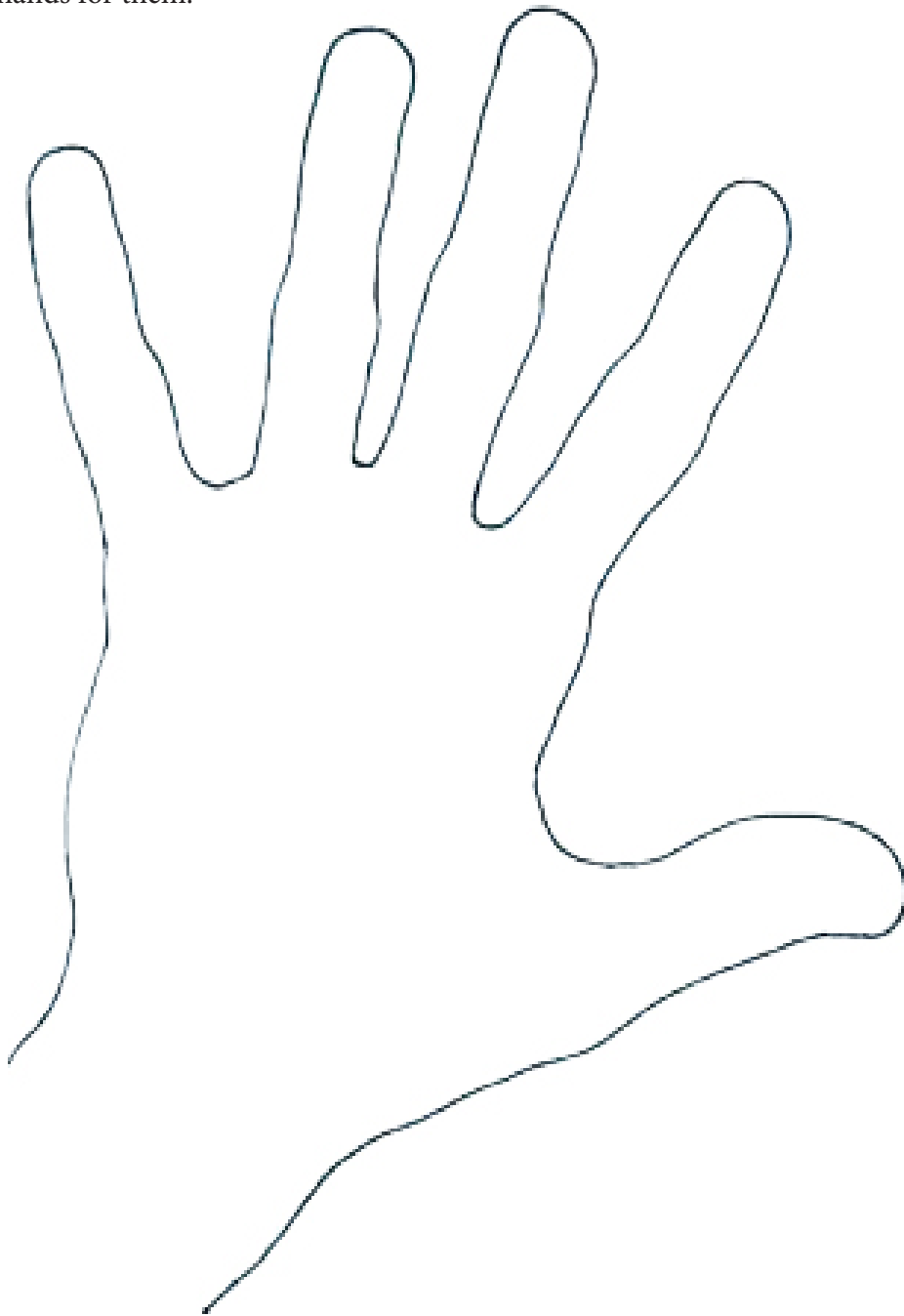
• Beans and Peas- Why are they in the protein group and not vegetable?

- Although beans and peas are vegetables, United States Department of Agriculture (USDA) classifies them as proteins because of their high nutrient content of protein. For more info, visit <http://www.choosemyplate.gov/food-groups/vegetables-beans-peas.html>

Teachers: Please fold sheet in half and make two hands out of each sheet.
Note: If you have students who might have difficulty with fine motor skills,
you can either allow them to cut a circle around the hand or pre-cut the
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New Mexico Ag in the Classroom & FFA 2014 Agriculture Literacy Project



Presentation: Who Grew My Soup? Give Me Five Activity

School:

Grade Level:

Presenter (s)/FFA Organization:



Do you feel the information presented helped your students have a better understanding of agriculture and the FFA program? (If yes, please explain.)

Share any comments on what you found valuable as well as ways we could improve the presentation:

NM Ag in the Classroom www.nmaitc.org has great resources for teachers and offers free teacher trainings, workshops, and classroom presentations. Please feel free to provide your e-mail address to receive the NM Ag in the Classroom E-newsletter.

Please answer these questions using this scale:

1-Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

- | |  | | |  |
|--|---|---|---|---|
| 1. The presenter communicated clearly and effectively. | 1 | 2 | 3 | 4 5 |
| 2. The presentation was well organized and used your time effectively. | 1 | 2 | 3 | 4 5 |
| 3. You will use the lessons/activity in your classroom in the future. | 1 | 2 | 3 | 4 5 |
| 4. The presenter(s) invited and answered questions. | 1 | 2 | 3 | 4 5 |
| 5. I would participate in another ag literacy project event again. | 1 | 2 | 3 | 4 5 |

Please feel free to contact us at agclass@nmflb.org!

***We really appreciate your feedback and hope you enjoy your book.
Thank you for your hard work and dedication in educating our future generations!***