



Literacy Project

Who Grew My Soup & Give Me Five!

Time: 45 minutes

Grade Level: 2nd Grade

WA State standards:

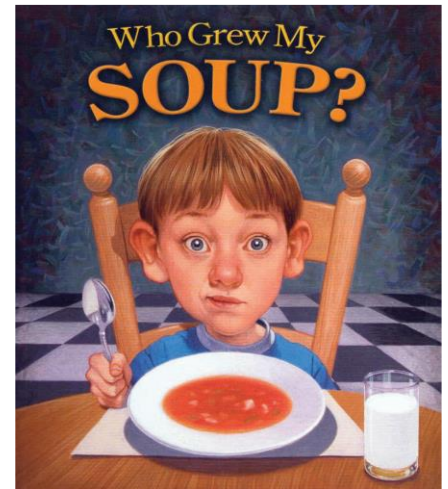
H5.W7.2

H1.N1.2a

H1.N1.2b

Description:

Who Grew My Soup? 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 Washington grown foods fit into each group. This lesson makes a local connection to good nutrition and a healthy lifestyle.



Part 1: Introduction and Reading – 20 minutes

1) **Briefly introduce yourself and your connection to agriculture.** Bring props, crop samples, or photos of your farm, equipment or animals or how you got involved with agriculture!

2) **Introduce the 6 Fs of Agriculture** (if time allows). Example: "Agriculture is a big word and it covers many different things. So I am going to teach you the Six Fs of Washington Agriculture to help you understand agriculture in our state. Now repeat after me." Hold up a finger for each word as you go through the Six Fs.

"The first F is **Farming**. The second F is **Food**. Agriculture feeds us. The third F is **Fiber** or **Fabric**. Agriculture clothes us. The fourth F is **Fishing**. In Washington we harvest lots of food from our waterways like oceans and rivers. The fifth is **Flowers**. One of Washington's biggest ag industries is nursery and greenhouse crops like flowers. The last F is **Forestry**, wood products are used to make buildings, furniture, and paper. So agriculture also provides us with shelter. As you can see, agriculture is everywhere and very important to all of us." Repeat the 6 Fs with students if you have time, or use it to wrap up your visit.

3) **Introduce the story.** 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."

4) **Show off the pictures.** They are fun and engaging. For example, the tomato balloon is connected to a soup pot and Mr. Mattoo wears a pan for a hat. (His name is the word *tomato* scrambled.)

5) **This book has a rhyming pattern.** Take time to get the beat of the book and emphasize the rhyming words.

6) When you finish the book, share with students the short bios of the farms on the back page.

Part 2: Give me Five! Activity – 20 minutes

1) Before you start the activity, have everyone take a moment to stand up and lead them in three or four quick exercises, counting to 10 for each one. For example, have students raise their arms about their heads and touch their shoulders 10 times, counting as you work through them as a group. Other exercises to consider are knee lifts, arm circles, heel taps and side-to-side steps. Once you have gotten their hearts moving and the wiggles out, they will be ready to sit down and make the **Give me 5!** hands.

2) Tell students that each day they should eat from the five food groups for a healthy diet – fruits, vegetables, grains, protein, and dairy. (Note: write these on the board where students can see them.) Have students hold up one hand and list the five groups, one for each finger. After they list the five groups as a class, have them turn to someone next to them, repeat the five food groups and give each other a high five. To help remember the five food groups, they will make **Give me Five!** hands.

3) Each student will need a paper hand (provided in your volunteer supplies), popsicle sticks or a pencil, scissors, tape and crayons or markers. (Note: these are common classroom supplies. Ask the teacher to have these materials ready *before* you arrive.)

4) On one side of the hand, have students write the name of one group on each finger. In the center of the palm write “Exercise”. See *Side One* example. On the other side of the hand students should write or draw their favorite Washington grown food for each food group in the matching finger area (ex: fruits/picture of blueberries). Have them write or draw their favorite exercise in the palm area. See *Side Two* example. **IMPORTANT:** Seeing is understanding. Make a sample hand prop to show students.

5. Tape the Popsicle stick to the wrist area of the Hand.

Part 3: Wrap up/Extension – 5 minutes

1) When the students finish, review by repeating the five food groups together. Invite students to share their favorite Washington foods with the class. **PLEASE LEAVE THE BOOK WITH THE CLASS AS A GIFT FROM WAIC!**



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



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

Tips for Students Grades K – 2

- Very young students may have trouble with scissor work. Options can be for them to not cut the hand, or to cut around the fingers and not in between them.
- You may want young students to come to you or the teacher to tape their popsicle stick on when they have completed both sides.

Please use QR code to fill out a short feedback survey. We would really appreciate it. Thank you for teaching the younger generations about the importance of Agriculture!



Check List

- ✓ Contact the teacher before your visit to make sure supplies (crayons, markers, tape, scissors) will be available.
- ✓ Make a sample of the hand to show students
- ✓ If you plan to use a white/smart board, check with the teacher beforehand
- ✓ Complete the WAIC Survey