

# Your Food

**Grades:** K - 2

## **Objectives:**

### Academic:

- Students will create a tally chart and graph data collected.
- Students will be able to identify the origin of many foods.

### Affective:

- Students will demonstrate an understanding of the difference between animals and plants.

## **Materials:**

Containers/packages (washed) of the foods students eat at home (i.e., milk container, egg carton, package from deli slices), pictures of farm animals (i.e., cows, pigs, chickens) and food plants (i.e. wheat, vegetables), Your Food Tally Sheet, Your Food Graph.

## **Preparation:**

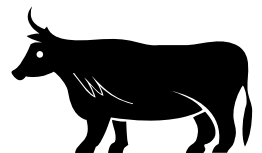
Send a letter home to parents a few days before the lesson to have students bring in 2-3 containers/packages (washed) of foods they eat at home. See *Parent Letter*.

**Motivation:** Ask students what foods they ate for dinner last night.

## **Procedure:**

### Mini-Lesson:

- 1) Have students name the foods they ate for dinner the night before. Discuss where these foods came from (plant or animal).
- 2) Make a T-chart on the board. Ask for volunteers to share one of the containers they brought in, tell what it is and whether it comes from an animal or plant. Allow for several students to share. As students share, demonstrate how to keep a tally on the board.
- 3) Begin a class discussion by asking students: What is the difference between plants and animals? (i.e., animals have feelings, plants have roots) Show pictures of animals and plants to elicit responses.



### Small-Group Activity:

- 1) Put students in groups of 4-5 with their containers/packages.
- 2) Have students fill out Your Food Tally Sheet with their group. Each student should fill out his/her own worksheet.

### **Summary:**

Discuss the listings on Your Food Tally Sheet as whole class. Ask students if they learned anything new about the foods they eat.

### **Follow-up Activities:**

- Visit a sanctuary for farm animals or a conventional farm. Make sure the students ask the farm owners how the animals got there, how they live, and how the animals will spend the rest of their lives.
- Watch the video “Babe” or “Chicken Run”
- Read Aloud: *Hope*, *Goosie’s Story*, *A Home for Henny*, *Sausage Patty*


### **Additional Resources:**

- Farm Sanctuary, P.O. Box 150, Watkins Glen, NY 14981  
[www.farmsanctuary.org](http://www.farmsanctuary.org)
- Animal Place, P.O. Box 5910 Vacaville, CA, 95696,  
[www.animalplace.org](http://www.animalplace.org)

### **References and Literature for Teachers:**

- *Cultivating Compassion- A Humane Education Project of Farm Sanctuary: Teachers’ Guide.* 2001
- *Healthy Eating for Children* by Physicians Committee for Responsible Medicine
- *The Food Revolution* by John Robbins
- *Food for Life: How the New Four Food Groups Can Save Your Life* by Neal Barnard, M.D.

## Literature Connections



- ★ *Hope* by Randy Houk
- ★ *Saving Emily* by Nicholas Read
- ★ *Goosie’s Story* by Louise van der Merwe
- ★ *A Home for Henny* by Karen Davis
- ★ *Sausage Patty* by Diane Allevalo

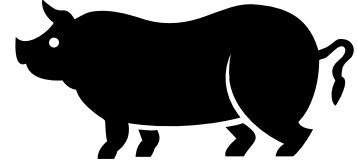
(See appendix for annotated bibliography.)

## **New York State Standards Addressed:**

*ELA Standard 1 – Language for Information and Understanding* – Students will read, write, listen, and speak for information and understanding.

### Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.



### Speaking and Writing

1. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

*ELA Standard 3 - Language for Critical Analysis and Evaluation* – Students will read, write, listen, and speak for critical analysis and evaluation.

### Listening and Reading

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

*ELA Standard 4 - Language for Social Interaction* – Students will read, write, listen, and speak for social interaction.

### Listening and Speaking

Oral Communication in formal and informal settings require the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

*MST Standard 7 – Interdisciplinary Problem Solving* – Students will apply the knowledge and thinking of mathematics, science, and technology to address real-life problems and make informed decisions.

### Connections

1. The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

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

Group: \_\_\_\_\_

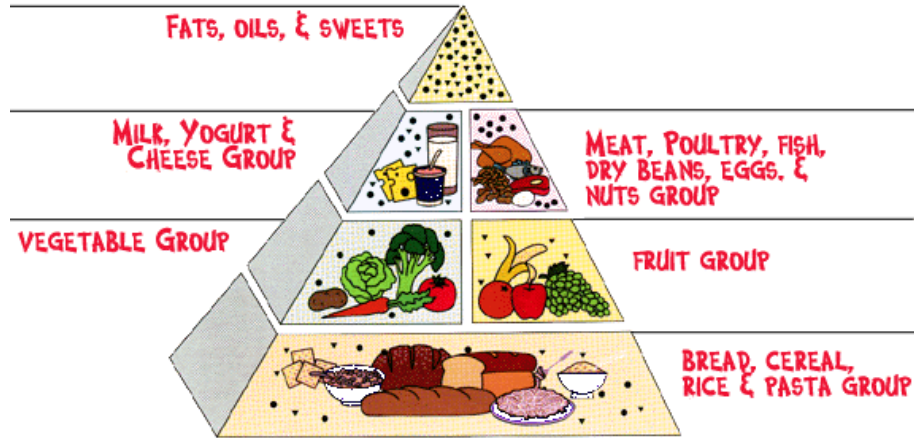
## Your Food Tally Sheet

From an Animal	From a Plant

# Your Food

## USDA Food Pyramid

### 6 Food Groups



Where does the food come from?

Food	Animal	Plant
Fats, Oils & Sweets		
Milk, Yogurt & Cheese		
Meat		
Poultry		
Fish		
Eggs		
Beans & Nuts		
Vegetables		
Fruits		
Bread, Cereal, Rice & Pasta		

3) What is the difference between Animals and Plants?

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