



From Farm to Market

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✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe a farmer's job
- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food
- ✓ Describe how some food comes from farms as crops
- ✓ Sequence events of crops from farm to store (planted, harvested, transported, packaged)

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the four steps of getting food from farm to market by putting four images in the proper sequence (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text (RI.K.6)
- ✓ Sequence four to six pictures illustrating events in the non-fiction read-aloud "From Farm to Market" (W.K.3)
- ✓ Describe familiar things, such as crops and, with prompting and support, provide additional detail (SL.K.4)

Core Vocabulary

canning, v. Sealing food in an airtight container for future use

Example: We have been canning beans all weekend.

Variation(s): can, cans, canned

earn, v. To get something by working for it

Example: My older sister babysits to earn extra spending money.

Variation(s): earns, earned, earning

livestock, n. Animals raised on a farm

Example: The farmer takes care of his livestock.

Variation(s): none

processed, v. Prepared or changed


Example: The wheat was processed to make flour.

Variation(s): process, processes, processing

spoil, v. To become unfit for use; to rot

Example: The food will spoil if left in the hot sun.

Variation(s): spoils, spoiled, spoiling

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	From Farm to Market		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Spoil		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing: From Farm to Market	Image Cards 19–22; Instructional Master 9B-1	15
	Domain-Related Trade Book	trade book	



From Farm to Market

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students why farmers grow crops. Ask the class if they can name some of the crops grown on farms. Now, ask students to describe the steps a farmer takes to grow crops, starting with planting the seeds. (If necessary, prompt students by showing selected images from the previous read-aloud.)

Purpose for Listening

Tell students to listen carefully to the next read-aloud to learn more about how farm crops become food for people.



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◀ Show image 9A-1: Farm family of long ago

Long ago, most people in the United States lived and worked on small farms. Back then, farm families got all the food they needed from the crops and **livestock** they raised right there on their own farms.¹ They not only ate their own vegetables, fruits, and meats, they also made their own bread, butter, and cheese using products from the farm.

1 *Livestock* is another word for farm animals.



◀ Show image 9A-2: Farm kitchen

Here on my farm, we still make a lot of things that most people buy at the supermarket or other stores. For instance, instead of eating everything as soon as we harvest it, we pack some of our produce in glass jars. This is called **canning**. We make our own canned beans, beets, and pears. Unlike fresh fruits and vegetables—even if you keep them in a refrigerator—canned food will not **spoil**;² it will remain edible for months and even years.

2 Canned food will not rot, or go bad as quickly. Remember, *edible* means fit to eat.

3 [Point to the churn in the picture.]

Long, long ago, farm families made their own butter in a butter churn. We still have a butter churn on our farm, but it is just for decoration.³ We don't use it anymore. But back then, someone would pour some milk into the churn and swish it up and down and all around with a stick. It took a while, and it was hard work, but eventually the milk got churned and whipped so much that it thickened and turned into butter. Sometimes, just for fun, we still make our own ice cream using a machine like a butter churn. We use fresh milk from the cows and churn it in a special ice cream machine. It takes a while to make, but it sure tastes good!



◀ Show image 9A-3: Old MacDonald emptying grocery bags

But most farmers, including me, do not grow or make *everything* they need for their families on their own farms. I do not grow coconuts, mangoes, or pineapples, but I like to eat them. Nor do I raise turkeys, but I eat one every Thanksgiving.

So, where do I get all these things that I use but do not grow or make on the farm? I buy them, just like everyone else.



4 *Earn* means to work to get something.

◀ **Show image 9A-4: Loading the pickup**

I take my extra produce to sell at the farmer's market once or twice a week. That is where I **earn** some of my money.⁴ Today, I will take beans, tomatoes, corn, and eggs. Come along—let's see how business is at the market today.



5 Do you remember what produce is?

◀ **Show image 9A-5: At the market**

Goodness, there are a lot of people here today. I just backed my pickup truck under the tent and opened up the tailgate, and before I knew it, I had a line of people waiting to buy my fresh produce.⁵ After I've sold all my goods, I think I will wander around and see what the other farmers have to offer.

There's Barry the Beekeeper over there. He has jars of dark, rich honey made by his very own bees. I bet he will trade me a big jar of honey for two or three dozen eggs. Yum!

I see Mary the Flower Lady, too. She brought zinnias, daisies, and sunflowers from her flower farm. I'll buy a bouquet for Mrs. MacDonald before I go to the supermarket for some other things I need.



◀ **Show image 9A-6: Supermarket**

Look at all the food in this supermarket. There are so many choices. I can't even begin to count all the different types of breakfast cereals or canned fruits and vegetables. They also sell beef, chicken, pork, milk, eggs, juice, yogurt, noodles, cheese, crackers, and many other things.

Whenever I go grocery shopping, I can't help but think about the fact that nearly everything here got its start on a farm.



◀ **Show image 9A-7: Can of food**

All grocery stores have a canned food aisle. These cans come from canning factories, where farm produce is packed into metal cans or glass jars and labeled so you can tell what is inside.



← **Show image 9A-8: Loading truck with boxes**

This man is loading boxes of canned goods onto a truck. A few months ago, the food in these cans was growing on a plant somewhere in a farmer's field. Now it is in a can on its way to a grocery store. There is really no telling where it will end up now. For all you know, it could wind up in your belly!



← **Show image 9A-9: Apple processing plant**

6 *Processed* means prepared.

Here is another place where farm produce is **processed**⁶ for use in other foods. Have you ever seen so many apples? I work hard just to grow a few dozen apples to take to market. I can't imagine trying to grow so many of them, but some farmers do.

These apples were harvested a few days ago, but the farmer had to wait for a truck driver to come and pick them up and drive them to the processing plant to be washed, sorted, processed, packaged, and then trucked off to the grocery store. Some of these apples will probably be sold at the grocery store in the produce section so that you can munch on one. Can you think of other ways that apples are prepared and eaten?



← **Show image 9A-10: Collage of apple products**

Here are just a few foods made from apples. How many have you tasted and eaten? Did you get them at the farm or at the market?

Comprehension Questions

10 minutes

1. *Literal* Where do many of the items that you buy in the grocery store come from? (farms)
2. *Inferential* What are some of the ways that produce from farms can be saved to be eaten later? (refrigerated, canned)
3. *Inferential* Why do farmers sometimes need to go to a grocery store? (They don't grow everything they need or want.)
4. *Inferential* How do farmers earn money? (by selling products from their farm, such as produce, milk, sheep's wool, etc.)
5. *Inferential* Which happens first: crops, such as apples, are taken to a canning factory or they are harvested? (Crops are harvested.)
6. *Inferential* Which happens first: processed crops, such as canned apples, are processed at the canning factory or they are transported to the grocery store? (Crops are processed, or prepared, at the canning factory.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Which job would you rather have: planting and harvesting crops on the farm, transporting the crop to the factory or store, or selling the produce at the grocery store? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Spoil

5 minutes

1. In the read-aloud you heard, “Unlike fresh fruit and vegetables—even if you keep them in the refrigerator—canned food will not *spoil*; it will remain edible for months and even years.”
2. Say the word *spoil* with me.
3. *Spoil* means to rot or go bad and not be good for eating.
4. Some food is kept in the refrigerator so that it will not spoil, and some food is canned so that it will not spoil.
5. How does your family keep food so that it will not spoil? Are there things that your family does at home so that food will not spoil? Try to use the word *spoil* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “We . . . so that our food will not spoil.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two food items. Tell me which will spoil first. Try to answer in complete sentences and be sure to use the word *spoil* in your answer and begin your sentence, “_____ will spoil first.”

1. an apple left on the teacher’s desk, or an apple kept in the refrigerator (The apple left on the teacher’s desk will spoil first.)
2. canned tomatoes, or tomatoes in a basket on the table (Tomatoes in a basket will spoil first.)
3. milk left on the table, or milk kept in the refrigerator (Milk left on the table will spoil first.)
4. corn left outside, or canned corn (Corn left outside will spoil first.)
5. pumpkins harvested and canned, or pumpkins left in the field (Pumpkins left in the field will spoil first.)



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

10 Sequencing: From Farm to Market (Instructional Master 9B-1)

Each student will need a copy of Instructional Master 9B-1. (You may also wish to show Image Cards 19–22, which correspond to the images on Instructional Master 9B-1.)

Directions: The pictures on the worksheet show the four steps of getting food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the steps from beginning to end. Retell the process using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.

As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the process of getting food from farm to market, with each student taking a turn.

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a book to read aloud to the class. You will want to choose one that is about crops. As you read, use the same strategies that you have been using when reading the read-alouds in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish reading the trade book read-aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book.

Explain to students that the person who makes the pictures for

the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.