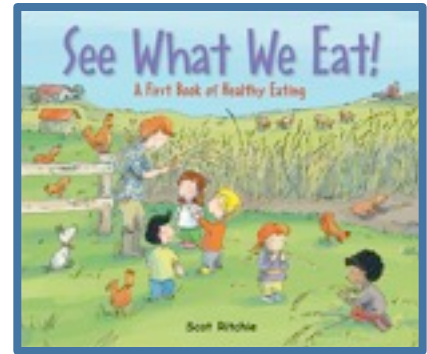


**Maryland Agricultural Education Foundation's  
8<sup>h</sup> Annual Ag Literacy program  
See What We Eat by Scot Ritchie**



**Overview of the Book**

Five friends go on a quest to find out where food comes from and to gather ingredients for an apple crisp to take to a potluck dinner. They make their way to a farm, a grocery store, and back home to the kitchen. They learn about the basic food groups, food transportation, and healthy eating choices. Any section of the story can be expanded for the reader to share his/her expertise in farming, healthy eating, or cooking.

**Note:** *If your farming interest is in dairy, corn, eggs, chickens, or composting please consider focusing on those pages and share your expertise in that field.*

Students will learn

- The different nutritional groups, including grains, vegetables, protein, dairy, and fruit
- How food travels from farm to table
- The difference between local and imported foods
- The benefits of composting food waste

These lesson plans consist of a basic outline for using the book as well as follow-up activities. Pick and choose what works for you in the time available. There is no way all parts can be done in one session.

The lesson materials provided are:

- A. Sharing the Book**
- B. Students Create My Plate**
- C. Acting Out the Food Groups**
- D. Color Crazy**
- E. Food Scramble**
- F. Protein or Dairy**
- G. Fill in the Plate**
- H. Local or Long Distance**

***The following worksheets and cards are available:***

***Worksheet – Unlabeled My Plate***

***Worksheet – Labeled My Plate***

***Worksheet – Color Crazy (to write)***

***Worksheet – Color Crazy (to draw)***

***Worksheet – Food Scramble Cards***

## **Vocabulary** – *introduce prior to reading or focus on as reading*

- Calcium – a mineral found in dairy foods and leafy green vegetables that helps keep bones and teeth growing strong
- Carbohydrate – a nutrient that gives your body energy
- Dairy – the food group that includes milk and foods made with milk
- Fiber – a carbohydrate that comes from plants and helps food move through your digestive system
- Fruit – the part of a plant that contains the seeds and nutrients
- Grain – plants like wheat and oats that provide you with proteins, vitamins, minerals, carbohydrates, and fiber
- Nutrient – a substance in food that provides energy and helps your body grow and stay healthy
- Pasteurize – the process of heating milk to a high enough temperature to kill germs
- Protein – a nutrient in food that protects your immune system and helps build strong muscles and organs
- Vegetables – the leaf, root, or stem of a plant that you eat providing fiber and vitamins

## **A. Sharing the Book**

### **Engage the Students**

1. Ask students, “What is agriculture?” Agriculture comes from two words – **agri** which means **land** and **culture** which means **to grow**. So, what does **agriculture** mean? (Raising crops or animals on the land)
2. What are some crops farmers raise on a farm? (corn and soybeans, fruits and vegetables)
3. What are some animals farmers raise on a farm?
4. Today we will be reading a book about a group of children that visit a farm.

### **Explore**

1. Show the book and ask if it will be a fiction or non-fiction book? Why? (It is realistic fiction. It did not happen but it could have happened)
2. Today we are going to read **See What We Eat**. Here are some questions to think about before we read the book. What are some of your favorite foods?

- Why are some foods called junk foods?
  - Do you know any of the food groups?
  - What do you know about each group?
  - Where does your food come from?
3. Read the book. After reading ask students, “What did you find most interesting?”
  4. Ask: What is meant by healthy eating? What are the food groups?

## B. Students Create MyPlate

Have students make a MyPlate of their own or give out a printed MyPlate with or without the labels depending on the ability of the class. If students are making their own, give the following directions as you model on the board.



- a) Draw a large circle that almost fills your paper.
- b) Draw a smaller circle in the upper right-hand corner about the size of a glass.
- c) Divide your circle in half lengthwise.
- d) Next divide the right side right in the middle.
- e) Divide the left side with the line a little higher making the top section a little smaller than the bottom section.
- f) Do not fill in the sections until the students complete **Acting Out the Food Groups**

### C. Acting Out the Food Groups

Let's do some thinking about each of the food groups and why they make our bodies healthy. Here are gestures we can do to help us remember how each food group helps our body.

**Fruits** (Students rub knees and elbows)

Fruits contain nutrients that help us heal when we are sick or hurt

**Vegetables** (Pretend to have glasses)

Vegetables have nutrients to help us see in the dark

**Grains** (Run in place)

Grains provide us energy

**Proteins** (make muscle arms)

Proteins build strong muscles

**Dairy** (BIG smile)

Dairy products contain calcium that builds strong bones & teeth

*After introducing the food groups have students make one of the gestures and their classmates can guess which food group it represents.*

Next, have students go back and label their plates with each food group. Ask them to print **small** since they will be drawing their favorite food in each section at the end of the lesson.



## D. Color Crazy

Hand out the worksheet for Color Crazy.

Set a timer for 1 minute, 2 minutes, or whatever amount fits the needs of the students. Instruct the students to list as many fruits and vegetables as they can for each color (you may decide to have students

work in pairs for this). When the timer sounds, have the students count how many foods they came up with for each color. The person or group with the most foods listed wins.

- Variation (older students): Have each group tell the class the foods they recorded. If another group has the same foods, they must cross them off. The winning group is the one with the most foods left on the list.
- Variation (younger students): Limit the number of colors to red, green, orange, and blue. Have younger students fold paper in fourths and write the color in each section then draw the fruits or vegetables under each color heading or use worksheet provided.
- Students can **star** \* their favorite fruits or vegetables in each group.

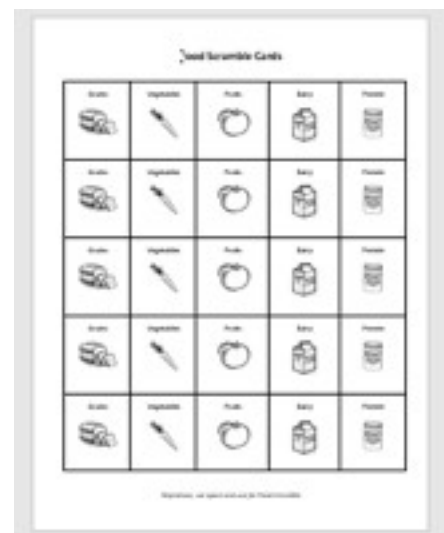
A discussion can follow on which are fruits and which are vegetables. Technically, fruits are produced from a flowering plant such as tomatoes, cucumbers, apples, peaches, cherries. However, fruits and vegetables are often grouped according to when they are eaten – vegetables for dinner and fruits as desserts/snacks.

Also, a discussion can help students decide which part of a plant they eat – leaves, stem, fruit, or root. We eat



The image shows a worksheet titled "Color Crazy". It features a grid with five columns and ten rows. The columns are color-coded: Green, White, Red, Yellow as Orange, and Blue as Purple. The grid is intended for students to list fruits and vegetables under each color category.

Green	White	Red	Yellow as Orange	Blue as Purple



lettuce leaves, celery stems, apple (fruit), or beet/radish roots.

### E. Food Scramble

This activity works best if 15, 20 or 25 students are given cards (so no one is left out at the end). Additional students can sit out and watch the action and they will have a chance to participate when the activity is repeated. Provide 15, 20, 25 (a multiple of 5) students with a 1 food card. When everyone has a card, instruct students that on the signal "go" students should get into a group of 5 that represents the 5 food groups (fruits, vegetables, grain, protein and dairy). When all groups have formed they can jump in place (indicating exercise is also important). Collect the food cards, redistribute, and play again.

### F. Protein or Dairy

Draw a T-chart on the board with one side labeled Protein and the other side Dairy. Ask students to suggest foods that go in each category or suggest foods and have students tell where they belong. You might want to throw in a fruit or vegetable to keep them thinking.



### G. Filling in the Plate

Students review the five food groups and draw their favorite food in each group on their plate. Let them color each plate to match the food group suggested: vegetables (green), fruits (red), grains (brown/tan), protein (purple), and dairy (blue).

### H. Local or Long Distance

The friends in the story need to go to the grocery store to shop for some of the products that are not grown on the farm (brown sugar, cinnamon, nutmeg). Why aren't these things grown in Maryland? (climate not right) What are some other foods that we don't grow here but still enjoy? (bananas, sugar, oranges, grapefruit, pineapple)

How do we get these foods to Maryland? (by truck, boat, plane) **If** we can get food locally (strawberries) why is it better than getting

it (strawberries) from California? It supports local farmers; it is fresher; it travels less distance and is good for the environment. (Strawberries, for example, from California are modified to be larger and last longer since they need to be shipped across county. Local berries are fresher and usually sweeter.)

## Evaluation

Depending on which pieces of the lesson you shared with students, here are some questions to evaluate what was learned.

1. What does agriculture mean?
2. What crops did the children see that were raised on the farm?
3. What livestock did the children see that were raised on the farm?
4. What are the 5 food groups?
5. Why is it important to eat from each group?
6. Which group on your plated be the largest? The next largest?



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