



Food Comes From Farms

by Miles Taylor

Overview

Use this book to help children understand the origin of the food they eat.

Literacy Focus *Word Count: 75 words*

High Frequency Words

comes, do, eat, from, know, you, where

Content Words

foods, farm, bread, wheat, farmers, peanut butter, peanuts, milk, cows, apple, trees

Reinforcing Decoding Skills

- **R-Controlled Vowel Sounds:** ar (farm)
- **Initial Consonant Sounds:** f (foods, farm)

- **Word Endings:** -s (foods, farms, peanuts, trees)

Print Conventions

- **Punctuation:** Periods, question marks

Comprehension/Thinking Skills

- Making inferences
- Retelling simple expository text
- Using illustrations to understand text

Text Features

- Bold-faced type
- Labels

Writing/Speaking and Listening

- Writing about farms
- Sharing information about farms
- Listening to others tell about farms

Observe/Assess

See Oral Reading Records on page 179.

Social Studies Focus

Content and Thinking Skills

- Understanding that many of the foods we eat are grown or produced on farms
- Identifying the sources of common foods

Background Information

As society has become more urban and food production has been boosted by technology and genetic engineering, farms have become big businesses. They are larger and fewer in number than ever before. Farmers who raise crops and livestock are responsible for producing raw foods. The foods are then processed, packaged, and

distributed to markets, restaurants, and other places where the goods are sold.

Correlation to National Standards Social Studies

- Production, Distribution, and Consumption

See Standards Chart on page 208.

Literacy Focus

Set the Scene

Show pictures of familiar foods. Invite children to tell which ones they like. Ask:

Where do you buy this food?

Who do you think grows it?

Read and Discuss

Cover and Title Page

Show children the cover and title page. Read the title and the author's name. Then ask:

What is the boy eating?

Where do you think these foods came from?

What do you think this book will be about?

Pages 2-3

Read each label in the photograph. Write a large question mark on the board. Ask children to find this mark on page 2. Explain that a question mark signals a question. Read the question with inflection and then have children read it.

Pages 4-11

Point out the red words on the pages. Explain that these words are important. Read each page and help children make inferences about farming. Help children understand that foods grown on farms, such as wheat, are used to make foods we eat, such as bread and cereal.

Page 12

Read the last page and discuss why people need farms. Have children review the pictures in the book to retell the text, pointing out details connecting the food with the farms.

Respond

- Write the word *farm* on the board and have children say the vowel sound. Have children pronounce these words: *yard*, *park*, and *car*.
- Explain that adding *-s* to naming words can make the words refer to more than one. Then help children find naming words in the text that end in *-s*.

- Point out the word *food* in the text. Have children make the *f* sound. List words that begin with *f* on the board. Have children repeat the words after you say them.

○	○	○
file	farmer	feet
fur	fact	face



Content Words

Activity Master, page 36

Have children complete the Activity Master, page 36, by connecting dots to make pictures. Then have them write words from the Word Bank to label the pictures.



English Language Learners

To reinforce vocabulary, make picture/word cards for children. Say a sentence that children complete by holding up the appropriate card and saying the word. For example, say: *Apples grow on ____.* (*trees*)

Social Studies Focus

Social Studies Concept

Farmers raise crops and animals to produce food for people.

Activities

Farm Report

Use a K-W-L chart to record things children know about farms and questions they have about the topic. Help them find answers to the questions and complete the chart.

Visit to a Farm

Take children on a field trip to a farm or invite a farmer to be a guest speaker in your class.

The Farmer in the Dell

Sing "The Farmer in the Dell," changing the lyrics. For example, sing: *The farmer raises cows; the farmer raises cows. Hi-ho the derry-o, the farmer raises cows. The cows give us milk. . . .*

Farm Mural

Talk about different kinds of farms, such as dairy farms, cattle ranches, and fruit orchards. Have groups of children make a mural of one type of farm.



Food Source

Activity Master, page 37

Have children draw a line to match the pictures on Activity Master, page 37.

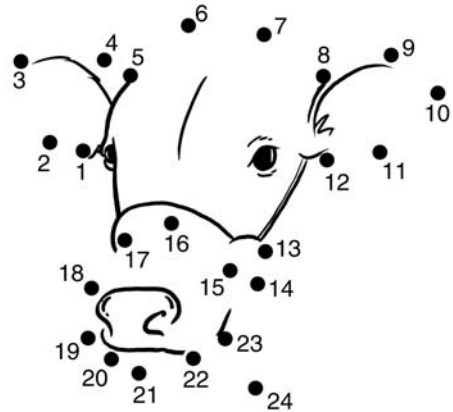
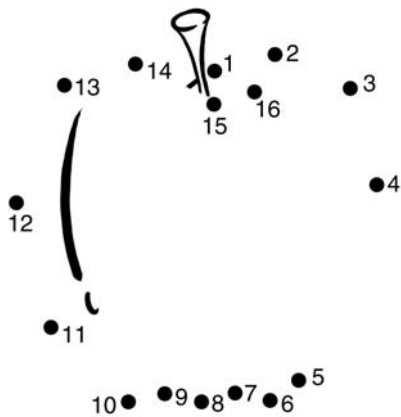
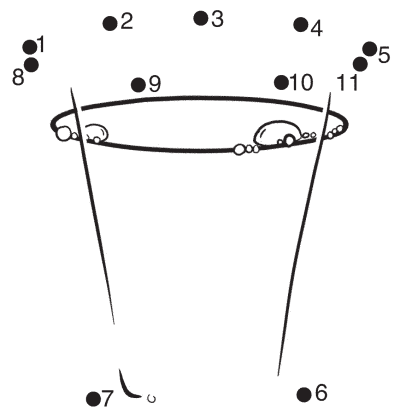
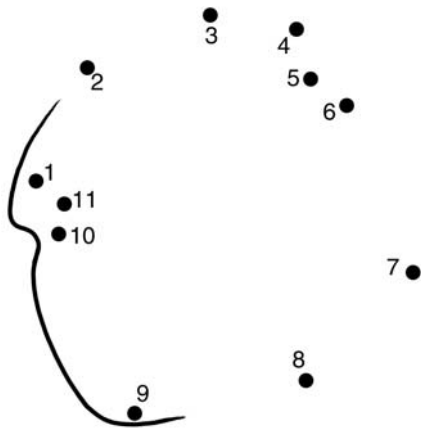
Name _____

Food Comes From Farms

Connect the dots to make pictures. Then use words from the Word Bank to label the pictures.

Word Bank

apple	bread	cow	milk
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Name _____

Food Comes From Farms

Draw a line from the food to what it comes from.

