Our Food

SUMMARY Students read about where the food we need comes from.

VOCABULARY
Concept Words
farm dairy
bakery orchard

INTRODUCE THE BOOK

BUILD BACKGROUND Discuss with students how almost everything in a grocery store is brought in from outside. Have them think about foods they buy and where they come from.

T-chart Have students create a T-chart. In the left-hand column, have them list as many different foods as they can. In the right-hand column, have them write where each food came from. Students can draw pictures of words they don’t know; help them label their pictures.

PREVIEW Invite students to take a picture walk to preview the text and illustrations. Discuss whether the food on each page must be bought from a store or not.

READ THE BOOK

SET PURPOSE Have students set a purpose for reading Our Food. Ask them to think about how people get their food.

COMPREHENSION QUESTIONS

PAGE 3 Where are these two people? (at the supermarket) What are they doing there? (buying food; choosing lettuce; looking at vegetables)

PAGE 5 What else can we get from a dairy? (Possible responses: cheese, butter, cream)

PAGE 6 Is everything that the baker needs to bake bread found in the bakery? (no) Where does it come from? (Bakers also need to buy their ingredients from farmers or from a store.)

TEXT-TO-WORLD QUESTION Why is it important to know where your food comes from?

REVISIT THE BOOK

READER RESPONSE

Answers
1. Possible responses: eggs, cereal, meat, juice
2. Possible responses: trucks, cars, boats
3. Possible responses: We would need to grow our own food. We would need to trade for some foods or for other things we need.

EXTEND UNDERSTANDING Explain food shortages to students. Discuss what people should do to prevent one and what people can do if they find themselves in one.

RESPONSE OPTIONS

WRITING Provide students with colorful construction paper. Have students choose the producer of their favorite food and make a thank-you card thanking the company for providing food for the nation.

SOCIAL STUDIES CONNECTION

Have students create a cycle chart that shows the life of one of the foods from the book, beginning with where the product starts (such as wheat on a farm) to where it is purchased (bread at the bakery or on the store shelf). Have students label their drawings.

GRAPHIC ORGANIZER, PAGE 16

Have students complete the chart to show where foods come from. For each food in the first column, have students list where it comes from in the second column, and then draw a picture of the places of origin in the third column. (Possible responses: corn—farm or field; beef—ranch or cow; eggs—barn or chicken; fish—ocean, lake, or river)
Fill in the chart to show where foods come from.

<table>
<thead>
<tr>
<th>Food</th>
<th>Where From?</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>corn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beef steak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td></td>
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</tbody>
</table>