

## Where Does Food Come From?

### UNIT/LESSON SUMMARY

This unit seeks to connect the food cycle for students with special needs. Through modified lessons, students will learn where food comes from. Specifically designed for Fox Lane High School's SAIL IV classroom, this unit will incorporate elements of gardening, farming, cooking, and sustainability into easily understood lessons. The ultimate goal is to have students make connections with the world they live in and the food they eat.

The SAIL IV classroom aims to teach basic living and job skills to students with severe processing disorders including autism. This unit will incorporate these types of skills into sustainability learning. Students will be given opportunities to perform independent tasks and practice suitable behaviors for the classroom and the workplace.

The ultimate goal of this unit is for students to make connections about the world they inhabit so that they can better understand their place in it, in whatever way they are able. This unit will encourage students to make healthy choices and independent life skills decisions. Students will be given these opportunities through sensory and experiential learning.

The first lesson in this unit will explain the sources of foods students eat through a reading comprehension activity. The second lesson will further explore food sources through baking. The third lesson will engage students in growing plants of their own. And the fourth lesson will explore the end of the food cycle, waste and where it goes. Two field trips will be incorporated: one to the school's garden and another to a local farm. These field trips will help students make connections to their locale.

### Stage 1 - Desired Results

#### **Established Goals:**

#### **National Education for Sustainability Standards addressed by the lesson):**

K-4 Education for Sustainability Grade Concepts (*please note that this is grade level, not age level*)

#### **2.1 Interconnectedness:**

*Relationships* – Students interact respectfully with others, including those with whom they have differences.

*Historical Connections* – Students demonstrate understanding of the concepts of “past”, “present”, and “future”

*Sense of Place* – Students demonstrate an understanding of place – the natural systems and cycles, the human/cultural context, and the connections between both. At this grade level they focus on developing their sense of place in their immediate community.

CELf adapted version from “*The Big Ideas of UbD*” by Grant Wiggins and Jay McTighe, 2004.

## 2.2 Ecological Systems:

*Connection to Nature* - Students, in both urban/suburban and rural environments spend time outdoors experiencing and interacting with nature by walking, observing, gardening, etc. They feel comfortable being in the outdoors (e.g.: getting dirty, seeing insects and animals), they see the patterns and connections in nature, and they begin to develop a naturalist intelligence.

*Plants, Animals, Habitats* – Students are able to distinguish between plants and animals and can explain how living organisms interact with the environment in which they live. Students identify food/energy, water, and shelter as basic needs of animals and plants.

### Unit Goals:

- Through sensory, experiential, outdoor, and classroom learning:
- Students will learn where food comes from and how it relates to their lives.
- Students will have the opportunity to make healthy, independent choices.
- Students will make connections with the world around them and thus employ whole systems thinking.

### Outcomes

#### Enduring Understandings:

- There is a connection between nature and food.
- There is a cycle to the food we eat.

#### Essential Questions

- Where does food come from?
- How is food made?
- Where does food go?

#### Students will know...

- Parts of the food cycle
- How to sort waste
- Sources of commonly eaten foods

#### Students will be able to...

- Identify parts of the food cycle
- Identify and sort waste into recycling, trash, and compost
- Identify certain sources of the food they consume
- Complete independent tasks as related to sorting waste, growing food, and cooking

### Stage 2 – Assessment Evidence

#### Performance Tasks:

- I. Observations: Teachers and aides will observe students individually throughout the lesson.
- II. Work Samples: Students will create, cook, and grow various work samples including art work, worksheets, plants, and food.
- III. Informal Prompts: Students will fill out simple worksheets that will ask basic information about the material covered after each lesson.

#### Other evidence:

Arguably, in this type of classroom, the most important evidence is what is observed. Since students have such vast learning differences, it can be difficult to create accurate means of assessment. Student learning will be assessed individually for comprehension through teacher observation.

### Stage 3 – Learning Plan

**Learning Activities:** *(Please reference lesson plans for more information)*

I. The Food We Eat: Students will read as a class and be asked to answer immediate reading comprehension questions. Real food examples will be brought in for a full sensory experience and so students can make connections. Book found via RAZ- Kids level. An easy art project involving food will be done.

II. Pumpkin Bread: Students will learn how pumpkin bread is made from seed to bread. Students will make jack o' lanterns in smaller groups, scoop out the seeds, and cook the seeds. Pre-made pumpkin puree will be brought in so the students can see the next step. Students will be assisted in making pumpkin bread. The origins of the other ingredients will be explained using pictorials.

III. Seed to Plant: Students will plant house plants in class and see the process from seed to plant.

IV. Garden (Field Trip): Students will work in the school's garden and identify plants and other species that exist there.

V. Waste: Students will learn about waste production. Students will be able to identify and sort trash, recycling, and compost.

VI. Farm (Field Trip): Hopefully to either Hilltop Hanover Farm or Stone Barns. Students will be given a tour and see where food is grown and harvested.

**Resources**

U.S. Partnership for Education on Sustainable Development National Education for Sustainability K-12 Student Learning Standards – Version 3 - September 2009

CELf Summer Institute: <https://sites.google.com/a/celfoundation.org/2014-celf-summer-institute/celf-gallery-of-resources>

Brainpop: <https://www.brainpop.com/search/search.weml?keyword=plants>

Potential Farm Field Trips:

<http://www.hilltophanoverfarm.org/educational-programs/youth-programs/>

<http://www.stonebarnscenter.org/images/content/2/6/26397/2015-2016-School-Programs-F.pdf>

The Food We Eat, RAZ Kids: <https://www.raz-kids.com/main/BookDetail/id/37/from/quizroom>

My Plate: <http://www.choosemyplate.gov/>

Pinterest Crafts: <https://www.pinterest.com/search/pins/?q=fruit%20stamp>

Edible Plants: <http://greatist.com/health/best-plants-to-grow-indoors>

**Stage 4 – Addendum**

**Lesson 1: The Food We Eat**

Word Document: CELF – Food Lesson 1

The Food We Eat, RAZ Kids: <https://www.raz-kids.com/main/BookDetail/id/37/from/quizroom>

Pinterest Craft: <https://www.pinterest.com/search/pins/?q=fruit%20stamp>

**Lesson 2: Pumpkin Bread**

Word Document: CELF – Food Lesson 2

Pumpkin Bread Recipe: <http://www.food.com/recipe/super-easy-pumpkin-bread-264721>

**Lesson 3: Seed to Plant**

Word Document: CELF – Food Lesson 3

Plant Activity: <https://kidtimes.wordpress.com/2012/03/31/science-saturday-17/>

Brainpop Plant Video: <https://www.brainpop.com/search/search.weml?keyword=plants>

**Lesson 4: Waste**

Word Document: CELF – Food Lesson 4

Brainpop Waste Video: <https://www.brainpop.com/technology/scienceandindustry/wastemanagement/>

Waste Recycling Game: [http://www.kidsgoflash.com/games/sort\\_your\\_waste.html](http://www.kidsgoflash.com/games/sort_your_waste.html)