

PANCAKES: FROM FARM TO TABLE

Focus Lesson: Pancakes: Farm to Table

Materials:

Colored pencils
 Pencils
 Paper
 Lined paper
 Computers/books/ printed out information on farm to table/ organic food in the area
E-I-E-I-O How Old McDonald Got His Farm by Judy Sierra
My Pancake Journal

Time: 1hr Note:

This is Lesson #6 from the Afterschool Unit
Cock-a-doodle-doo! Making Pancakes from Scratch

***Common Core Standards:**

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Thinking Skill: sequencing, researching

Objective:

Students will be able to describe why farm to table food is important.
 Students will be able to identify places to buy farm to table food in their area.

Connection:

We learned about the importance of farm to table food. We discussed all the pancake ingredients and where they come from. Now we are going to look at where to get healthy, local food near home!

Explicit Instruction:

We've been learning about all the ingredients from the story *Pancakes, Pancakes!* by Eric Carle. Today we are going to talk more about farm to table food in general.

Read *E-I-E-I-O How Old McDonald Got His Farm*.

Discuss the ending of the book when everybody comes to him to get fresh food.

Have students discuss why it is fresher.

Remind students that pretty much all food starts on farms.

Discuss why it is important to support local farms.

Guided Practice:

In groups students will do research about places they can get farm to table type food near their home. Many farmers markets offer food assistance programs or double bucks for lower income communities. In an older group (i.e. grades 4-5) students will be provided with books or computers and engage in scaffolded research. The teacher will assist with what to search (farmers markets, farms, grocery stores that offer locally sourced produce, farmstands, community food banks, etc.).

In a younger group (i.e. grades 1-3) students will be provided with books and print outs that they can read through to find information. Consider bringing in local magazines or journals, printed Internet materials (examples in Rhode Island include <http://www.farmfresh.org> and *Edible Rhody*).

National organizations such as “Wholesome Wave” are other resources (<http://www.wholesomewave.org/>) with a vision of “Affordable, healthy, local food for all”

In their journals, students will write down and describe some places that they find.

Independent Practice:

Students will write a poem, a short story, or draw a series of pictures about how one of the ingredients we learned about (flour, egg, milk, butter, jam) starts and gets to their table.

For example: a story about an egg would follow this basic sequence- starts in a chicken, gets collected by the farmer, gets brought to the farmers market, gets picked up by me and my mom or dad, gets brought home and mixed into pancake mix!

Reflection – Group Share:

Share the poem/ story/ picture with the class.

Reading List:

E-I-E-I-O How Old McDonald Got His Farm by Judy Sierra

Pancakes, Pancakes! by Eric Carle

From Wheat to Bread by Kristin Thoennes Keller

Milk: From Cow to Carton by Alike

Blueberries for Sal by Robert McCloskey

<http://www.wholesomewave.org/>

<http://www.farmfresh.org>

Teacher Note:

If possible, instead of the independent practice suggested, have students make pancakes from scratch in groups, having them discuss how each of the items they are using got to them.