Farm
Crops are grown and animals are raised here.

Processing Facility
Food is brought here from the farm to be processed and packaged.

Grocery Store
Food is sent here for people to buy and take home.

Your Home
Prepare and eat your favorite foods!

Where Does Our Food Come From?
Lesson Plans

Introduce students in grades 3-5 to the exciting world of agriscience with an investigation into where their food comes from with 10 lesson plans from NSTA and Corteva Agriscience! Start with soil and soil health, move on to a basic understanding of seeds and seed science, then explore how farmers use STEM to assist them in their work, make connections between agriculture and the food we eat, and finally, learn the importance of a balanced diet. The collection of lessons also includes a brief discussion of food safety in the classroom, as well as targeted objectives for each theme.

Time Grade Level Content Area(s)

<table>
<thead>
<tr>
<th>Lesson Plans</th>
</tr>
</thead>
</table>

Objective

Students will learn about plant classification and growth needs by investigating how various foods are grown and imported along with why as many utensils thanks show up in the local grocery store.

Activity Outline

1. Take students on a field trip to your local grocery store or produce market to gather data. Students should take notes about the produce items they see, including types and prices. They should discuss their findings with the class and share their observations.

2. Once back in the classroom, have students make a master list of all the items they found in the grocery store. As a class, brainstorm ways in which the produce items can be classified. Alternatively, you can do this as a homework assignment. Students will need to write down the names of fresh and dried items, and they can draw pictures to help them remember better understanding of fruit versus vegetable versus the characteristics for the items being classified and reclassify the items to better reflect their new understanding.

3. Branching out from science and classification, have students research the origins of the food items they found. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

4. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

5. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

6. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

7. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

8. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

9. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

10. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

11. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

12. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

13. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

14. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

Post Assessment

As a culminating activity, have students prepare a presentation on their field trip observations. They can discuss the best conditions for growing these foods and how they are grown, imported, protected, and more.

Materials

- Student handouts for important information
- Internet research resources
- Kitchen supplies (toaster woks, bowls, choppers, spoons, dishes and more)

Class Discussion Questions:

1. How does this grow? What does this look like when it is growing?
2. What part of a plant is this? Is this a fruit or a vegetable?
3. What's the difference between a berry, a nut, a fruit, and a tough?
4. Do you cook this or eat it raw? Or both?
5. Why are there so many different kinds of apples, potato, onion, garlic, and beans?
6. Why is tofu found in the produce section?
7. Why is it that there are so many different kinds of apples, potato, onion, garlic, and beans?
8. What's the difference between a berry, a nut, a fruit, and a tough?
9. Why is tofu found in the produce section?
10. Why is it that there are so many different kinds of apples, potato, onion, garlic, and beans?
11. What's the difference between a berry, a nut, a fruit, and a tough?
12. Why is tofu found in the produce section?
13. Why is it that there are so many different kinds of apples, potato, onion, garlic, and beans?
14. What's the difference between a berry, a nut, a fruit, and a tough?