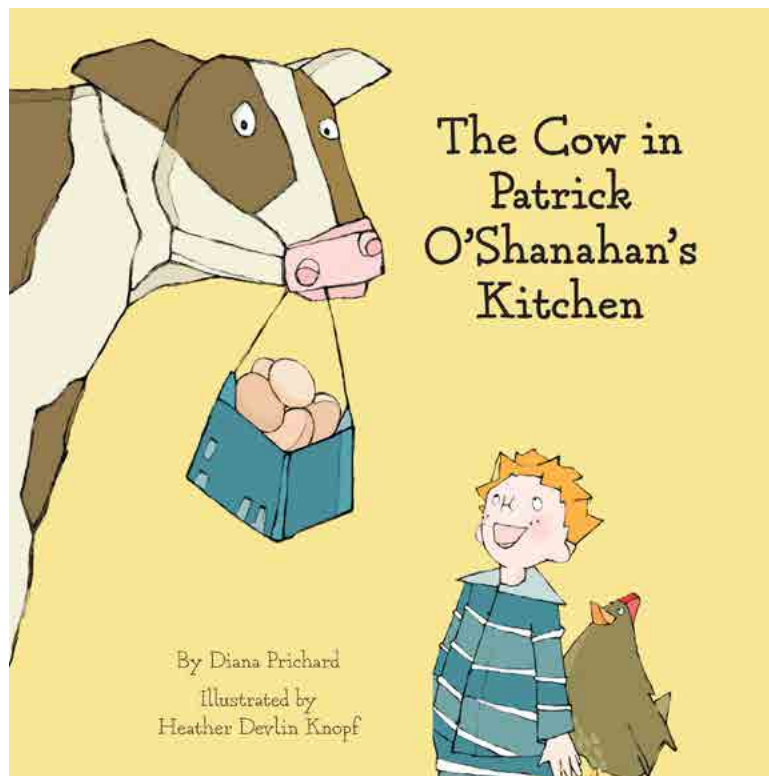


# Little Pickle Press



## Lesson Plans for Teachers Kindergarten – Grade 3

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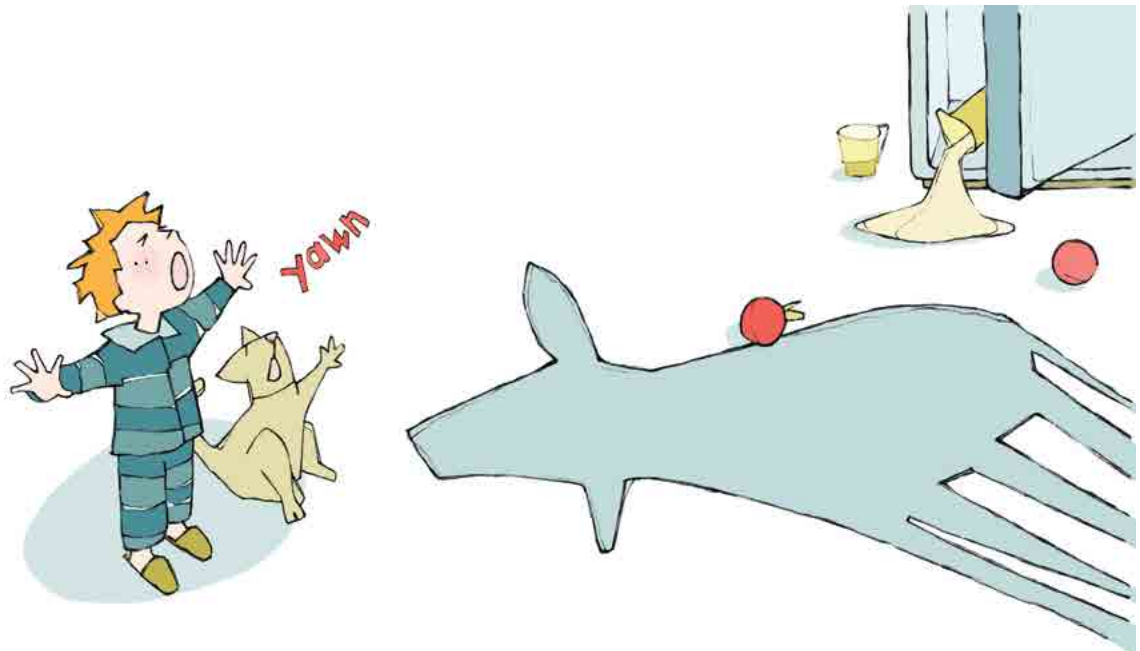
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# Overview

In *The Cow in Patrick O'Shanahan's Kitchen*, author Diana Prichard introduces children to the agricultural 'farm-to-fork' process through an entertaining tale about young Patrick's breakfast adventures early one morning. Patrick brims with curiosity as the essential ingredients for his favorite french toast come to life before his very eyes. The text concludes with foreshadowing of Patrick's next farm based food adventure, leaving young readers scrambling to learn what will happen next. Through the use of lively vocabulary and cheerful illustrations, the book invites children to think broadly about the origins of the food that they find in stores and consume at home.

Prichard's inspiration for *The Cow in Patrick O'Shanahan's Kitchen* stems from her personal experience as a farmer, as well as the natural inquisitiveness displayed by young children during visits to her farm. Prichard's book builds on this inherent curiosity, sparking interest in the agriculture industry and farm-to-fork process in which food resources produced on farms travel to various marketplaces, and ultimately, to our kitchens and dining room tables. The book offers opportunities for teachers to cultivate children's understanding of this process, including:

- the origins of the food we consume on a daily basis
- the instrumental role that farms and farmers play in providing food for the community
- the wide variety of farm based products available in our stores and restaurants
- our good fortune of having diverse food options readily available

Classroom activities in this instructional unit invite children to explore the farm-to-fork process and how it functions in their daily life. Projects transition students from learning about the farm-to-fork process to engaging in activities based on

this process, and culminate with students sharing their enhanced knowledge of the farm-to-fork process with families and the broader community. The instructional activities also enable teachers to cultivate children's character development through the pillars of community, *reasoning, and responsibility*.

This unit includes three lesson plans as well as supplemental online resources to augment the more straightforward projects. The design of each plan allows teachers to build and embellish the activities to a level that best suits the needs of their classroom. Each lesson can be taught in class as described, though options for extension and an integrated community project are included.

At each grade level, the lessons align with the Common Core State Standards Initiative for Speaking and Listening (<http://www.corestandards.org/ELA-Literacy>). The Common Core was recently adopted by the majority of states and is especially pertinent for educators in the United States.

*The Cow in Patrick O'Shanahan's Kitchen* is a picture book printed on recycled materials using soy inks and is an excellent addition to every school library. Please visit the links at the end of the lesson plans to see all of our products.



# Project 1: Learn

## Why Is the Farm-to-Fork Process Important?



### Background

When we visit a local market or restaurant, we are eminently fortunate to have such a wide array of ready-to-eat food at our fingertips. But how did this food get there? The vast majority of the food we consume, from fruits and vegetables to grains and meat, originates at a farm. This agricultural process is vital to our survival, as it culminates in the food we eat every day. At the heart of this process are farms and the farmers who devote their lives to produce healthy and sustainable food options. Without their hard work and dedication, food availability and variety would be substantially reduced.

Farmers plant and harvest crops or raise animals for consumption. The food products are processed, packaged, and distributed to markets nationally or internationally, where they are purchased by consumers just like you and me. This multi-step food production process, which begins at a farm and ultimately ends up on our dining room table, is known as the 'farm-to-fork' process. In recent years, 'farm-to-school' programs, which provide a variety of education and nutrition resources directly to schools, are increasing in number and may be available in your area.

### Objectives

- Students will develop a general understanding of agriculture and its role in daily life
- Students will learn what the farm-to-fork process entails
- Students will reflect upon the origins and composition of the foods they consume

### Focal Activities

#### GUIDING QUESTIONS:

- What is a farm?
- What happens at a farm?
- What does a farmer do?
- What are some of the foods you eat on a regular basis?
- Where do you get your food?
- How do you think your food gets to stores or restaurants?



### CLASSROOM ACTIVITY:

Where does our food come from? Engage students in a prediction game focused on food sources. You might print out pictures of various food items and chart students' ideas about the origin of each one. Follow this prediction exercise with a 'big reveal' about the food source and invite students to compare and contrast their predictions with the actual sources. As a modification for older learners, students can write down their food source predictions and then research the actual sources using text-based or technological resources.



### EXTENSION ACTIVITY:

What do foods like eggs, milk, oatmeal, bacon, and hamburgers consist of? Invite students to bring in nutrition labels from foods they eat on a regular basis and ask them to pay particular attention to the list of ingredients. Compare how some foods such as eggs or milk have very few ingredients, suggesting that they may come directly from a farm, whereas other foods have numerous ingredients, indicating various stages of mixing and processing between farm and fork. Another option is to have students explore the various ingredients that need to be combined to make a favorite recipe such as vegetable soup or lasagna.

### COMPREHENSIVE COMMUNITY PROJECT:

What are you eating? Ask students to keep a food journal of all of the foods they eat throughout the week. Encourage family members to participate in this process too. Younger students can illustrate the various meals they consume, whereas older children can track their food consumption in writing. Students might include where this food was obtained (e.g. grocery store, restaurant, farmers' market), as well as its anticipated original source (e.g. farm, orchard). At the end of the week, invite students to share their food journals with the class. As a group, you might reflect upon which foods and food sources are the most or least common.

### CHARACTER BUILDING CONNECTIONS

The key character value to cultivate in this project is reasoning. Children can be encouraged to:

- engage their curiosity about where food comes from
- explore the diverse food sources and products available in the community
- make educated decisions about the food they consume

### ADDITIONAL ONLINE RESOURCES

Agriculture

<http://bit.ly/l1TlvA>

<http://bit.ly/184AK2W>

Farm-to-Fork

<http://bit.ly/1fa7w4Q>

<http://bit.ly/1bWdj90>

Farm-to-School

<http://bit.ly/1jhHrOB>

<http://1.usa.gov/18KCqJy>







# Project 2: Act

## What Can We Do to Incorporate the Farm-to-Fork Process into Daily Life?

### Background

You don't have to live on a farm to incorporate the farm-to-fork process into your daily life. Farmers do amazing and complex work and create products that are distributed to thousands of people every day, but you can try your hand at producing your own food on a smaller scale with a garden at home or at school. Developing an understanding of the seasonality of foods can help increase your success with the cultivation process. A growing season is the time of the year when a particular crop, such as fruits, vegetables, or nuts, grows best. The region in which you live, the weather and climate of that region, and the time of year all interact to create an ideal growing season for each crop. You can also purchase fresh produce at the store or farmers' market and incorporate these products into special recipes.

### Objectives

- Students will use simple recipes to create favorite farm based foods
- Students will experiment with food preservation and sustaining the life of their food
- Students will cultivate their own food, attending to factors such as growing seasons and regional variability

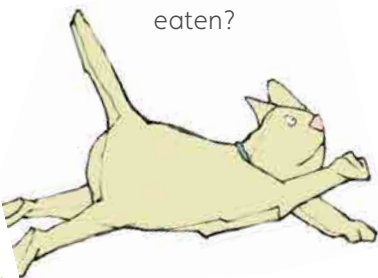
### Focal Activities

#### GUIDING QUESTIONS:

- Have you ever helped cook in the kitchen? What was your role?
- What is your favorite food? Do you think you could make this food at home?
- What does a garden need to grow successfully?
- Have you ever planted a garden?
- If so, what did you do with the things that grew in the garden?
- What happens to food that doesn't get eaten?

#### CLASSROOM ACTIVITY:

Does ice cream always come from the ice cream truck? Is applesauce only sold in the grocery store? Why not make your own! Engage students in a collaborative process to make homemade ice cream, applesauce, or another farm based favorite. These fun and easy processes can easily be conducted in class (see recipe links below) and will help students take ownership over their role in food production and the farm-to-fork process. You can enhance the learning taking place in this activity by encouraging students to read and write recipes, practice procedural explanations orally and in writing, and consider measurement and proportion.





### EXTENSION ACTIVITY:

Have you ever had a peanut butter and jelly (or jam) sandwich? What kind of jelly (or jam) is your favorite? Jam is a primary example of produce being preserved for consumption at a later time. Often a garden or farm produces a surplus of goods. If not consumed in a timely manner, the products go bad and the fruits of your labor are lost, literally! A fun and easy alternative involves canning and preserving your extra food to enjoy at a later time. Engage students in simple canning of fruit into jam (You might ask a parent or community helper with expertise in this process to assist with the activity). Students can vote on which fruit they most want to make into jam. This activity might best be implemented after a visit to a local farm or farmers' market (see Project #3), using produce obtained directly from a farmer. Depending on your school's storage or refrigeration options, you can put extras away and bring them out for sampling later in the school year, helping students better understand how canning and preserving extends the life of food that might otherwise go to waste.

### COMPREHENSIVE COMMUNITY PROJECT:

Plant a classroom garden or cultivate a class plot in a school or community garden. Before the planting process, invite students to research the growing seasons in your region to determine which fruits or vegetables will have the greatest likelihood of success. You might plan out an entire academic year of gardening, determining when to plant and harvest each item for maximum growth. Encourage students to sample the garden foods as they grow, observing features such as taste, texture, and color, and perhaps using the products to make classroom snacks. You might extend the activity by asking students to keep a photo journal of garden growth over time, tying in math and science skills such as measurement and life cycles. Surplus produce could be shared at a

farmers' market-style stand in the school cafeteria or donated to a local food bank as a way to help students understand how one farmer feeds many people.

### CHARACTER BUILDING CONNECTIONS

The key character value to cultivate in this project is responsibility. Children can be encouraged to:

- understand the importance of agriculture in daily life
- conserve or thoughtfully use natural food resources
- respect the beauty and complexity of the farming process through attention to cultivation and growing seasons

### ADDITIONAL ONLINE RESOURCES

Make Your Own!

<http://bit.ly/18jm7qy>

<http://bit.ly/1bzEYLf>

Canning and Preserving

<http://bit.ly/1fa8iPm>

<http://bit.ly/1fa8oq2>

Gardening

<http://bit.ly/1eeM8bN>

<http://bit.ly/1aO0dbl>





# Project 3: Share

## How Can We Spread the Word about the Farm-to-Fork Process?

### Background

With ready access to grocery stores, corner markets, and restaurants, it's easy to take the availability of diverse food options for granted. Unfortunately, many consumers aren't aware of where this wealth of food comes from or how it is produced. By broadening our understanding of the farm-to-fork process, and sharing this knowledge with others, we can help expand communal appreciation for the role agriculture plays in daily life. Spreading awareness of the farms and farm products available in the local community is an easy way to help others take advantage of these precious agricultural resources. Purchasing food from local farmers and farmers' markets or stands, as well as locally farmed foods sold in grocery stores, has countless benefits. Not only is the purchase of locally farmed food environmentally friendly because less energy is spent on transportation, but available food is fresher due to reduced time between harvest and consumption, and valuable local resources remain in the community.

### Objectives

- Students will share their understanding of the farm-to-fork process with the school community
- Students will engage in meaningful interactions with members of the agricultural community
- Students will consider the impact of local food purchases on their community

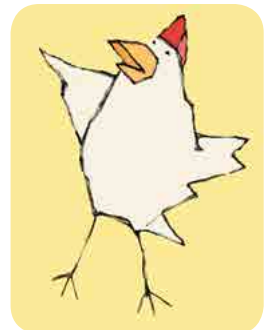
### Focal Activities

#### GUIDING QUESTIONS:

- What is a recipe? Have you ever created something using a recipe?
- If so, what did you make and how did you make it?
- Have you ever been to a farm? A farm stand? A farmers' market?
- If so, what did you see and do while you were there?
- Who was working at the farm (farm stand, farmers' market, etc.)? What type of work were they doing?

#### CLASSROOM ACTIVITY:

Invite each class member to share a favorite family recipe based on ingredients available in a garden or farm. Compile these recipes in a class cookbook. Each child can embellish his or her recipe page with special photos or illustrations. You might extend this into a school wide activity if all classes choose to participate. The cookbooks can be copied and sold as a fundraiser, with proceeds going to support the class or school garden and future field trips to local farms and farmers' markets.







### EXTENSION ACTIVITY:

Plan a class field trip to a local farm or farmers' market. Before the trip, you might have students research key agricultural concepts and generate a list of questions to pose to farmers during the visit. Develop an ongoing dialogue between the students and farmers through the establishment of a written or Skype (depending on technological resources available at your school) exchange to keep the class abreast of farm happenings throughout the year. Invite your students to act as agricultural ambassadors, periodically visiting other classrooms at school to share what they have learned through their ongoing correspondence with the farmers.

### COMPREHENSIVE COMMUNITY PROJECT:

Engage students in a discussion of the benefits of purchasing locally produced food. You might begin this process with a student brainstorm session. As students develop their knowledge of local food resources, they can collaborate to produce a school wide assembly about the benefits and 'how-tos' of this process. Students can research their local food options and invite community agricultural representatives to speak at the assembly. As a class or school, you might nominate one day of the week or month as a 'buy local food products' day, and encourage all members of the school community to participate.

### CHARACTER BUILDING CONNECTIONS

The key character value to cultivate in this project is community. Children can be encouraged to:

- share their knowledge of the farm-to-fork process with family members and peers
- build ongoing relationships with members of the local agricultural community
- demonstrate their appreciation of local food resources

### ADDITIONAL ONLINE RESOURCES

Recipes

<http://bit.ly/1dQ9GTk>

<http://bit.ly/1bzFj0r>

Farms and Farmers' Markets

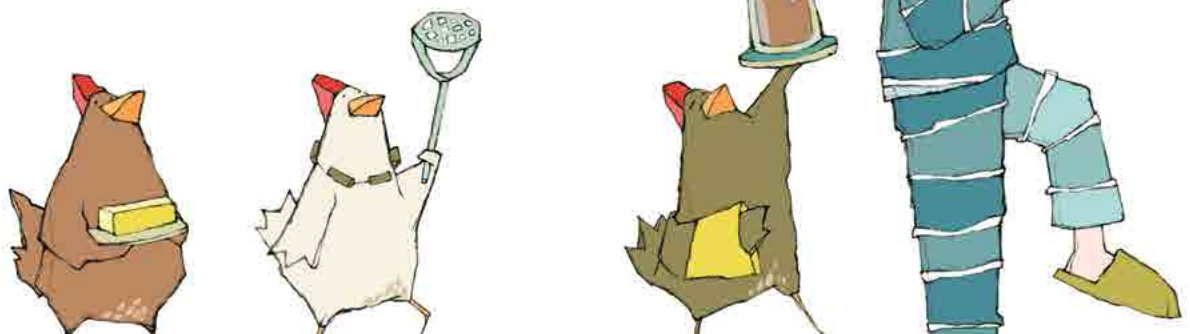
<http://bit.ly/1gZoT8U>

<http://bit.ly/1aO0oTY>

Buy Local

<http://bit.ly/1hTi7D6>

<http://bit.ly/1dQabgg>





# Little Pickle Press Resources

This concludes our lesson plan for *The Cow in Patrick O'Shanahan's Kitchen*. If you have comments, questions, or other ideas please share them with us at the special blog link we have created: <http://bit.ly/bloglessonplans>

Additional lesson plans are available for other titles in our collection, so please check the resource link at our webpage often: <http://bit.ly/LPPLessonplans>

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**iBook:** <http://bit.ly/CowInKitchen-iBook>

**NOOK Book:** <http://bit.ly/CowInKitchen-Nook>

**Kindle e-book:** <http://bit.ly/kindlecowinkitchen>

**Video trailer:** Coming Soon

**Awards:** Coming Soon

To find the book elsewhere, please use this information:

*The Cow in Patrick O'Shanahan's Kitchen* by Diana Prichard

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