

Health

3.NPA.2.1

Identify the sources of a variety of foods.

Materials:

- PPT for Focus, Teacher Input
Appendix 1, Where do foods come from? Graph
- Appendix 2, Sample Food Items

Sources:

- Pizza recipe
- Food Network

Focus:

Show the first slide of the PowerPoint (it is a recipe for pepperoni pizza). Ask students to write down what they think it is, then turn over their paper and put down their pencil so you will know when they have all finished. Ask to students to volunteer their answers. After someone gives the correct response, move to slide two (the answer). Ask students how they knew it was pepperoni pizza. Then ask students where they and their parents/caregivers get the ingredients to make a pizza at home. Most will respond, “from the grocery store”.

Statement of Objectives:

It may seem as though all food comes from the grocery store. Before families shop at grocery stores, the food comes from farms, ranches, the ocean, groves, and orchards. By the end of this lesson you will be able to match foods with their sources and describe the variety of foods available from these sources.

Teacher Input:

All food comes from either plants (fruits, vegetables, and grains) or animals (beef, pork, chicken, and fish or products from animals such as eggs and milk). Some foods come from other parts of the country like oranges from Florida or California, and some foods come from another part of the world such as grapes or other produce from South America during the winter months. Being able to purchase foods from other countries means Americans can eat a greater variety of foods year-round, but there are advantages to eating local (and fresher) foods.

Show the PPT, which covers from where foods commonly come and the types of foods found from those sources.

Assessment:

Have a graph with the 5 major sources of food (farms, ranches, the ocean, groves, and orchards) up on the white board so that it is big enough (Appendix 1 provides a template or an example). Pass out pictures or names of various foods to students and have them come up one at a time and place it in the correct food source, making sure that they place it correctly in an up and down

fashion. Once completed, have students share what foods they enjoy most and those they would be willing to try. You also could have students brainstorm lists of foods to use for this activity. This would allow for regional/cultural inclusion.

Closure:

Today we identified many different foods and where they come from. In order to eat correctly from MyPlate we should be eating foods from a variety of sources in their most natural state.

Where do Foods Come From?

In the column spaces below, place the food items above the correct food source.

Totals	10					
	9					
	8					
	7					
	6					
	5					
	4					
	3					
	2					
	0					
		Farms	Ranches	Ocean	Groves	Orchards

Sample Food Items

Farms	Ranches	Ocean/River	Groves/Orchards
eggs	beef	shrimp	oranges
wheat	pork	oysters	apples
corn	chicken	tilapia	pineapple
tomatoes	turkey	salmon	bananas
squash		clams	berries
asparagus		trout	grapes
beets		scallops	olives
okra		perch	
milk		bass	
peas		cod	
cucumber		crab	
onions		catfish	
cheese		tuna	
		squid	