



# Farm to Table

## Supplemental Materials

### Caring For The Best Kindergarten Activity

**Add a small reading piece for students to read on their own.** *(Refer to our sample reading passages)*

ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.

ELA.K.F.1.2: Demonstrate phonological awareness.

ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.

ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.

ELA.K.R.2.2: Identify the topic of and multiple details in a text.

ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.

**Have students write a letter to a dairy farm in Florida and tell them two things they have learned about the dairy farmer, the cow, and/or the milk. Teacher can send the letters for the students.**

### Healthy Cows, Healthy You 1st Grade Activity

**Add a small reading piece for students to read on their own.** *(Refer to our sample reading passages)*

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

ELA.1.R.2.2: Identify the topic of and relevant details in a text.

ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.

ELA.1.C.1.1: Print all upper- and lowercase letters.

ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Have students create a drawing or a video of why dairy farmers, cows, or milk are important to them. The teacher can send these drawings and videos to local dairy farmers and possibly get a response.**

**For 2nd grade, add a worksheet with a wordsearch and instead of listing the words to find, ask questions and the students will answer them to have the word to find. Questions should relate to the milking process and the process milk goes through from when it comes out of the cow to when it hits the shelf of a local grocery store.**

### English Language Arts

ELA.2.C.1.1: Demonstrate legible printing skills.

ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

### Science

SC.2.P.10.1: Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.



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**Have students how many times a cow gets milked each day. Have them make a schedule and record the times. Then, have them create a chart showing the weekly milking schedule.**

## Math

MA.2.M.2.1: Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.

MA.2.DP.1.1: Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.

MA.2.DP.1.2: Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

## A Local Journey - Activity 1

### Grades 3-5

**Add a small reading piece.** *(Refer to our sample reading passages)*

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

ELA.3.R.3.2: Summarize a text to enhance comprehension.

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.4.R.3.2: Summarize a text to enhance comprehension.

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.5.R.3.2: Summarize a text to enhance comprehension.

**Students can get into groups or do this individually. Have them create a map of Florida and use a computer to locate and label dairy farms and operations around the state.**

SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .

SS.3.G.1.4: Name and identify the purpose of maps (physical, political, elevation, population).

SS.3.G.1.6: Use maps to identify different types of scale to measure distances between two places.

SS.4.G.1.1: Identify physical features of Florida.

SS.4.G.1.2: Locate and label cultural features on a Florida map.

SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

**Students can write a short essay on why they feel it is important to eat local Florida grown foods. They can present these to the class.**

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.



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ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

## My School, My Food - Activity 2 Grades 3-5

**Find a reading piece that discusses wants vs needs, goods vs. services, ways to save money when shopping, opportunity costs, sales tax, being an informed consumer, and advertising.**

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

ELA.3.R.3.2: Summarize a text to enhance comprehension.

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.4.R.3.2: Summarize a text to enhance comprehension.

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.5.R.3.2: Summarize a text to enhance comprehension.

**Students can get into groups or do this individually. Give students a budget and have them plan out a full day of meals and snacks that are healthy, meet all the nutrients/food group serving size needs, and stay within the budget amount.**

SS.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

SS.4.FL.2.1: Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.

SS.4.FL.2.2: Explain that people make choices about what goods and services they buy because they can't have everything they want.

This requires individuals to prioritize their wants.

SS.4.FL.2.3: Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.

SS.4.FL.2.4: Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.

SS.4.FL.2.5: Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.

SS.4.FL.2.6: Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

SS.4.FL.2.7: Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.



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**Students can write a short essay on whether they feel it is more important to pay attention to price, to save money, or quality, brand names or better products can sometimes cost more, while grocery shopping. They can present these to the class.**

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

## Homegrown - Activity 3 Grades 3-5

**Find a reading piece on growing crops on the dairy farm to help with feeding the cattle and the farm family and how growing some of your own food could help the environment, saving money, etc.**

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

ELA.3.R.3.2: Summarize a text to enhance comprehension.

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.4.R.3.2: Summarize a text to enhance comprehension.

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.5.R.3.2: Summarize a text to enhance comprehension.

**Divide students up into 7 groups. Each group will be assigned a part of the Moo-ing Journey: How Milk Gets from Farm to Table. Each group will research that piece of the journey and create a presentation to give to the rest of the class. They can use video, create a poster, make hand-outs, etc. to educate the rest of the class on what happens during that part of the process. Also, include examples of Florida farms/businesses that are within that part of the process.**

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.



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ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.3.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple sources.

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.4.C.4.1: Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

ELA.4.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.

ELA.4.C.5.1: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.5.C.4.1: Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

ELA.5.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.

ELA.5.C.5.1: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

## **Give students the perimeter of an area and a budget to map out and plan a garden. This will allow them to practice math and/or financial literacy skills.**

MA.4.M.2.2: Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.

MA.3.GR.2.2: Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.

MA.3.GR.2.3: Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.

MA.4.GR.2.1: Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.

MA.4.GR.2.2: Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.

MA.5.M.2.1: Solve multi-step real-world problems involving money using decimal notation.

MA.5.GR.2.1: Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.

SS.4.FL.2.7: Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.