What’s to Eat
A Close Look at Food Around Our School
K-1 Classroom

Food Learning Activities Across the Curriculum
Relationship to Illinois Learning Standards

Arts and Aesthetics

*Constructing (LS26A1e)
  - 3-dimensional objects such as the tractor out of boxes and junk, food out of clay (pizza, fruit, etc.)
  - Build with craft supplies, paper mach, newspaper, balloons, modeling clay, cardboard (pizza dough mixer, dough flattener, shelf from a grocery store
  - Build with food
  - Construct tractor, farmer and animals, body showing digestion tract, dough flattening machine, and mixing bowl with dough hook made with boxes and junk
  - Construct with commercial made materials:
    - Cuisenaire rods
    - Geoboards
    - Legos
    - Measure costumes made for dramatic play
    - Pattern blocks
    - Problem solve
    - Representation of the equipment for making pizza and tractor
    - What's Important About Food murals
    - Wooden blocks

*Dramatizing (LS25A1b and LS26A1b)
  - Dramatize the nursery rhyme Pat-a-cake, There was an old lady who lived in a shoe after discussing the food that was involved in the rhyme
  - Practice play lines for puppet shows and skit
  - Practice play lines for story innovation of books, The Hungry Thing and Jack and the Beanstalk, etc.
  - Role-play farmer, restaurant
  - Use child-made puppets to explore creative dramas

*Memory drawing (LS26B1d)
  - Draw favorite food, food they had just eaten, food they would eat, eating food, or preparation
  - Draw Jack and the Beanstalk play, potluck and other events from memory because not appropriate to draw at the time
• Draw pictures of what their question is about to help them remember their project questions (e.g., questions for site manager, etc.)
• Draw prediction of what food they will see on walk around preschool classroom, neighboring offices, and outside around the school
• Draw predictions of what expert will say about food and nutrition

*Observational drawing (LS26B1d)
• Draw corn and bean field site visit
• Draw corn and soybeans collected on field trip (Time 1 drawings)
• Draw food brought into classroom for their lunch (Time 1 drawings)
• Draw people working with food and plants (grocery store, cafeteria, pizza restaurant, green house, Busey woods and field mill) from field site visits
• Draw plants, seeds, digestion and mold (artifacts brought in by experts)
• Revisit observational drawings and elaborate, edit, and revise to make Time 2 observational drawings of lunch food, seed sprouts, corn and soybeans

*Painting (LS26A1e)
• Paint food, plant, mold, digestion and animals eating pictures
• Paint fire tractor, dough flattening machine, and mixing bowl with dough hook made with boxes & junk
• Paint murals (depicting themes of the project) for open house and culminating display
• Revisit observational drawings to add detail or information and color with water colors

*Relating art to literature
• Draw pictures and write responses to Jack and the Beanstalk, The Hungry Thing, There was an old Lady Who Swallowed a Fly, The Little Red Hen, etc.

*Representations (LS26A1e)
• Create food pictures on the computer with Kid-Pix
• Create "food" mural
• Draw pictures to imitate artistic style of known artist
• Make two-dimensional drawings on a variety of food, plant, seed, digestion, mold, animals eating subjects that they drew throughout the investigation

*Responding to music (LS25A1c, LS26A1c, and LS26B1c)
• Listen for fast/slow, high/low, soft/loud and musical patterns
• Listen to sounds at food field site (feed mill, pizza shops, and cafeteria) and reproduce sounds with instruments
• Move creating a simple creative dance and draw after listening to classical music
• Write a poem with words to describe sounds

*Singing, movement and dance (LS25A1a and LS26A1a)
• Create a simple dance
• Sing **Found a Peanut; Oats, Peas Beans and Barley Grow; At the Corner Grocery Store; There was an Old Lady Who Swallowed a Fly; Take Me Out of the Bathtub** as well as tap and clap to the beat

*Viewing visual art exemplars (LS25A1d)
• Discuss art prints that feature food and analyze elements of art - line, shape, color and texture

**Language and Literacy**

*Analyzing (LS5B1a)
• Analyze information gathered through field studies (field notes, data tabulation, video of expert interviews, photographs, etc.)

*Classifying
• Classify memory drawings
• Classify questions that children asked to pursue study groups
• Sort and classify ideas for Student Food Topic Web 1 and Student Food Topic Web 2.

*Comparing
• Compare and articulate differences in definitions
  o Photosynthesis, chlorophyll
  o Large intestine, small intestine, pancreas, liver, esophagus, rectum
  o Herbivore, carnivore, omnivore
  o Mycelium, spore, mold, tentacles
  o Taste buds, salt, sweet, sour, bitter
  o Tilting skillet, griddle, steam jacket kettle, stack oven, proofer
  o Egg, shell, membrane, poached, coddled, scrambled, fried, sunny-side up
  o Restaurant, cafeteria, café
  o Food chain, food source, water cycle
  o Parts of plant - flower, seed, fruit, root, stem leaves
  o Pizza, loaves, rolls, hallah, humantachen
• Compare different kinds of cooking equipment
• Compare different kinds of exotic fruits
• Compare different kinds of tastes
• Compare different kinds of ways eggs could get cooked
• Compare temperature needed to make yogurt, cookies, bread

*Critical thinking (LS5A1a)
• Decide on what to present for culminating event
• Decide what to include in mural for culminating event
• Predict, hypothesize, or theorize the answers to their questions
• Support own opinions when responding to questions such as the following:
  o How does your body use food?
  o What food is bad?
o What is important about food?
o Where does food come from?

*Developing oral language (LS4A1a and LS4B1b)
  • Brainstorm what they remember about food
  • Categorize and label to form a topic web or graph
  • Design survey questions and ways to show results of surveys - example - How many
times do you eat in a day? How many soybean products do you have in your house?
  • Discuss in group meetings (whole class, small group, or one-to-one )
    o Food project "opening event"
    o Help in solving problems
    o Puzzling questions
    o Question of the day
    o Responses to different versions of Jack and the Beanstalk, There was an Old Lady
      who Swallowed a Fly, and tunes for Chicken Soup with Rice, and art exemplars
  • Interview experts
  • Listen in large group discussions, small group, one to one, and to experts
  • Report progress on representations, experiments, research, etc.

*Formulating questions (LS4A1b and LS5A1a)
  • Develop researchable questions
  • Ponder questions at the beginning, middle and end of the project

*Integrating new vocabulary
  • Brainstorm words they know about the topic before and after studying (Topic Web I and
    Topic Web II)
  • Use new vocabulary words in conversation

*Making lists
  • Characters for puppet show and plays
  • Jobs related to food and nutrition
  • Kinds of food in our school
  • Make lists of what they might see
  • Make lists of what they would like to research
  • Questions to be asked on parent questionnaire
  • Questions, predictions, and findings
  • Vocabulary list
  • What kinds of things are eaten and by whom
  • What they had learned
  • What they might do
  • What they would need for their representations, models, etc.

*Planning
  • Develop power point presentation
  • Draw a design for representation
• Follow phases of writing, and pre-write and discuss ideas for "Jack and the Beanstalk, Three Little Pigs innovation" stories
• Write web for food and plant knowledge

*Presenting (LS4B1a)
• Explain food posters, models, PowerPoint presentations, representations, stories, puppet show and food skit to the neighboring classroom and parents at the Open house and culminating event
• Serve food for the Pizza Sale and Culminating Pot Luck
• Share personal food story with the class
• Share progress on representations with the class
• Share stories, puppet show and poems written about food with the class

*Reading (LS5A1b)
• Choose food, plant, body and digestion books for Independent Reading time
• Dictate a project experience story (after a field trip, after talking with an expert)
• Make a book out of experience story
• Read about length of small intestine and mold from an Internet search
• Read child authored stories
  o Adapted stories
  o Co-operative stories
  o "Jack and the Beanstalk, There was an Old Lady and Three Little Pigs" innovations
  o Poems
• Read nursery rhymes booklets - Pat-a-cake, Little Tommy Tucker, Lady who lived in a Shoe, Four and Twenty Blackbirds etc.
• Use experience story for reading

*Reflecting
• Brainstorm "What I Now Know"
• Edit stories for publication
• Respond to the literature through writing or discussion
• Self - evaluate
  o Edit writings for publication
  o PowerPoint presentations
  o Progress to complete any part of the project
  o What I have learned about the project
• Think about and write or tell "what I learned" after field visits

*Using references and resources (LS5A1b)

*Writing (LS5C1a)
• Book log entries of the title, author, date and comments about books read
• Describe the sound of animals at the farm
• Label parts of a plant
• Plan representations and presentations for culminating event
• Record field trip and expert findings
• Write books that integrate new knowledge about food
• Write food chain
• Write food questions
• Write innovation stories
• Write invitations for culminating event
• Write memory stories about food
• Write number stories about the project
• Write or dictate a self-evaluation of food project
• Write poetry that integrates food
• Write PowerPoint presentation
• Write predictions of what they will find out on field trips or from experts
• Write reports on what they have learned
• Write stories about various aspects of the topic
• Write survey questions
• Write thank you letters to the experts
• Write web of what they know about food and plants

Investigative Skills-Science

*Exploring (LS11B1c)
  • Explore questions such as the following:
    o Where does food come from?
    o Do you have all the food groups in your lunch?
    o What is "junk food?"
  • Dissect a lima bean seed soaked over night
  • Taste salty, sweet, sour, and bitter food
  • Compare the feel of flour, cornmeal, cornstarch, baking soda, sugar, salt
  • Use bread dough to form pizza, loaves, rolls, hallah, humantachen
  • Grinding seeds (wheat, beans, and corn)

*Experimenting (LS11A1c, LS11A1f, LS11B1b, and LS11B1d)
  • Answer questions such as the following:
    o Will mold form on everything - bread, fruits & vegetables, cheese, etc?
    o How long will it take to form mold?
    o How can mold be stopped?
    o Will plants grow with and/or without air?
    o Will plants grow with and/or without sunlight?
    o Will plants grow with/or without soil?
    o Will plant grow with/or without water?
    o What kind of food does the classroom turtle prefer?
    o What kind of food do worms prefer?
    o What do chocolate chip cookies taste like without the chocolate chips?
* Investigating (LS11A1b)
  • Is water a food?
  • How does the body use food?
  • How do plants make food?
  • How does food help our body?

*Observing (LS11A1a and LS11A1e)
  • Dissect and describe parts of seeds and plants
  • Observe mold
  • Observe corn
  • Observe soybeans
  • Observe wheat
  • Observe food from lunch

*Predicting (LS11B1a)
  • Predict descriptions what food is available in the neighborhood
  • Predict possible answers to questions formulated before talking to an expert
  • Predict prior to conducting experiments
  • Predict purpose of kitchen tools and equipment
  • Predict what kinds of food are in our school and CRC

*Reporting (LS11B1e)
  • Report the test process and results of their experiments
  • Report what small investigating group found out on field site visit

Numeration and Problem Solving

*Counting (LS6A1b, LS6D1, LS10B1b)
  • Count and compare the following:
    o Number of corn kernels on an ear of corn
    o Number of cups or fractions of cups when measuring
    o Number of inches, centimeters, pounds, ounces etc. used in measuring
    o Number of soybean seeds in a pod
    o Number of soybean seeds on a soybean plant
    o Number of wheat seeds on a stalk
    o Tally what they see on their field trips

*Estimating
  • Estimate the following:
    o Amount of something (beans, etc.) that would fit into a container
    o Length, height and width of objects before measuring (ear of corn)
    o Number of days to an event, e.g., seed will sprout
    o Weight of objects before weighing (pumpkin, apple)

• Measure number of days until seeds sprout
• Measure the following items converting nonstandard measurement to standard measurement by comparing Cuisenaire links, Cuisenaire rods, inches and centimeters
  o Bean plant
  o Ear of corn
  o Onion plants
  o Spider plant
• Measure the height, height, and width of corn, beans plant and wheat stalk, etc.
• Measure the temperature of oven when baking bread, cookies and yogurt
• Measure the temperature outside to communicate whether or not students would have an inside or outside recess.
• Tractor, dough flattening machine
• Use food to build representations
• Scenery for puppet stage
• Weight of classmates, corn, pennies, beans, etc.

*Organizing, analyzing, and communicating data (LS10A1a, LS10B1b, and LS10B1c)
• Develop bar graph displaying results from surveying peers
• Develop bar graphs displaying the results of the survey sent to parents
• Develop bar graphs representing data from field trips (e.g., what we saw on walking tour of CRC building, walking in the neighborhood and at the feed mill)
• Develop pie graph displaying the results of one of the survey questions sent to parents

*Problem-solving (LS6B1, LS6C1a, LS7C1, LS7B1a)
• Building the co-operative tractor

*Predicting answers to questions such as the following: (LS10A1b)
• How many pieces do I cut my crepe to get fourths?
• How much salt will taste good in pancakes?
• What is the temperature for baking bread?
• What temperature is good for making yogurt?

*Surveying (LS10B1a)
• How many bean products do you have in your house?
• How often do you eat?
• On Thanksgiving, how many times did you eat meat?
• On Thanksgiving, how many times did you eat vegetables?

*Using geometry
• Analyze geometric relationships
  o 2-dimensional shapes to 3-dimensional shapes
  o Drawings of representation to boxes and junk models
  o Drawings of representation to clay models

Social, Emotional Growth and Dispositions
*Communicating
  - Engage in group discussion
  - Frame questions skillfully
  - Listen to others
  - Negotiate roles, turn-taking, problems to solve
  - Report progress of investigations at group meetings
  - Share research
  - Use new vocabulary

*Cooperating and collaborating while working with others
  - Prepare displays
  - Present final reports
  - Study collaboratively in teams

*Empathizing with others and their needs
  - Appreciate work of peers noting evidence of effort, care and originality
  - Share friends, materials, space and time
  - Share praise and appreciation of peers

*Enjoying

*Gaining confidence in abilities to do the following:
  - Investigate
  - Make presentations to an audience
  - Observe people communicating more closely
  - Remember experiences of foods
  - Represent food in drawings
  - Use a variety of mediums to express their ideas

*Helping peers
  - Clean up joint project
  - Discuss for better understanding
  - Problem solve
  - Represent

*Initiating
  - Choose appropriate materials
  - Experiment
  - Predict and manage time
  - Research to answer questions

*Persevering

*Persisting at a task
*Problem solving

*Risk taking

- State disagreements in conversations or at group meetings
- Support own opinions
- Verbalize estimations, predictions, and hypotheses