

- www.popcorn.org/
This Web site about popcorn, sponsored by The Popcorn Board, includes pages for kids and teachers. Coloring pages, recipes and fun facts are provided.
- www.usda.gov/nass/nasskids/games/topcrop.htm
The United States Department of Agriculture presents this site called "Top Crops!" that helps students learn more about where different types of crops are grown in the United States.
- www.amnh.org/science/biodiversity/it_takes_all_kinds/
"You've Got the Whole World in Your Shopping Bag" is the name of this Web site, sponsored by the American Museum of Natural History. Students can click on various products to find out where the ingredients are grown.
- www.miamisci.org/hurricane/weathertools.html
This site from the Miami Museum of Science offers guidelines for teachers and students to make instruments for a weather station, including tools to measure temperature, wind speed and amount of rainfall.

Suggested Print Resources

- Hewitt, Sally. *Weather*. Children's Press, New York, NY; 2000.
- Lewin, Ted. *Market*. Lothrop, Lee & Shepard Books, New York, NY; 1996.
- Priceman, Marjorie. *How to Make an Apple Pie and See the World*. Knopf, New York, NY; 1994.
- Singer, Marilyn. *On the Same Day in March: A Tour of the World's Weather*. HarperCollins Publishers, New York, NY; 2000.

TEACHER'S GUIDE CONSULTANT

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TITLES

- FROM FARM TO TABLE
- GROWING OUR FOOD
- WHAT IS AGRICULTURE?
- WHERE FOOD IS GROWN

Teacher's Guides Included
and Available Online at:

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Where Food is Grown

Grades K–2

You know that you can buy food at your local supermarket, but do you know where that food is grown? On farms all over the world, that's where! Farmers around the globe grow very different kinds of food, depending on the weather and climate in their particular area. If farmers can't grow a certain kind of food, people in that area can import it from other places that can grow it. Farmers can also export extra food that they grow to other places that need it. Thanks to the hard work of farmers all around the world, we have all kinds of food to eat!

Pre-viewing Discussion

To enhance your students' learning, it is important to build upon their prior knowledge. Engage your class in a brainstorming activity to determine the prior knowledge that students have about agriculture. As you record their ideas on chart paper, encourage students to share their thoughts with the class. Use the following questions to help students access their preexisting ideas about agriculture:

- Where does the food we eat come from?
- Describe what a farm looks like. Do all farms look the same?
- What are some of the foods that farmers grow on farms?
- Why do farmers grow the kinds of food they grow?

Vocabulary

To prepare students for viewing the show, review these vocabulary words. They are listed in the order in which they appear in the video.

farm — A place where plants and animals are raised for food, clothing and shelter.

agriculture — The way people grow plants and raise animals to give us food to eat, clothes to wear and places to live.

crops — Plants that are raised for food.

weather — The changes in the air outside, from warm to cold or wet to dry.

flood — When there is too much rain at one time and the land is covered with water.

drought — When there is too little rain and the land becomes very dry.

climate — The weather in one place over time.

hail — A ball or chunk of snow and ice that falls from the sky, like rain or snow.

desert — A dry area that gets very hot during the day and cold at night, with very little rain.

rainforest — A warm area that gets a lot of rain during the year.

exporting — Sending food to other places.

importing — Bringing food in from other places.

Follow-up Discussion

After viewing the program with your class, review the information students provided about agriculture before watching the show. Help students to determine the accuracy of these ideas based on information that they gained from watching the program. If incorrect information was recorded during the brainstorming session, it should be revised accordingly, based on the new information. Students can also generate a list of new ideas and concepts that they learned from the show. You can use the following questions to help stimulate this class discussion:

- Why is farming important to people?
- Why are different foods grown in different places?
- How does the food we eat travel from place to place?
- What is one thing you learned about where our food is grown?

Follow-up Activities

- Incorporate daily weather observations into your classroom routine. Students can record weather conditions with words and pictures in a daily weather journal. Weather instruments like thermometers, rain gauges and wind socks can be included in the observation process. After several weeks of observation, encourage students to look for patterns in their recorded weather data.
- Invite a representative from your state Department of Agriculture into the classroom to discuss what foods your state is known for growing. The representative can also discuss food that your region imports and exports.
- To learn more about the achievements of Christopher Columbus, share a book like *A Picture Book of Christopher Columbus* by David A. Adler (Holiday House, 1992) with your students.
- Familiarize students with the map of the United States of America. Bring in puzzles of America, and use a classroom map to point out specific regions and states, especially the one you live in. Encourage students to bring in pictures and souvenirs from places they have visited all over the country. Identify those places on the map.
- To emphasize the fact that the United States produces the world's supply of popcorn, share the story *Popcorn* by Alex Moran (Green Light Readers/Harcourt Brace, 1999) with your students. Now you are ready to make popcorn for your class to eat. Enjoy!
- Make a class visit to a local farm, or invite a farmer into your classroom for a visit. Encourage the farmer to share information about how the weather and climate in the area influence farming. Take lots of pictures throughout the event to make a special book for the class library. Students can write or dictate their thoughts as captions for the pictures.
- In your block area, be sure to include transportation toys (planes, trucks, trains, ships) so students can pretend to import and export food from place to place.
- Gather books for your classroom library about deserts and rainforests. Two examples are *Way Out in the Desert* by T.J. Marsh (Rising Moon, 1998) and *Welcome to the Green House* by Jane Yolen (Putnam, 1993). After sharing several of these books with your class, make a chart that compares the two areas. Encourage students to discuss what is similar and what is different about these two places. In small groups, students can also make murals of the desert and rainforest, using the books for guidance about animal and plant life native to these areas.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.mnh.si.edu/garden/history/welcome.html

The "Seeds of Change Garden" is sponsored by the Smithsonian Institute and discusses the origins of much of the food we eat. This site focuses especially on which foods moved from the New World to the Old World, thanks to the travels of Columbus and other explorers.