



## ACTIVITY 2: From Start to Finish

**Time:** 20 minutes

### Objectives:

- Students will match agricultural products to their source.
- Students will understand that the food we eat comes from agriculture.

### Standards:

NGSS.K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

NGSS.2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.



The Relationship between Agriculture and Food, Fiber and Energy

### Materials:

- Whiteboard or chart paper
- Markers
- Olive oil
- Olives
- Photo of olive trees
- Scissors (one per student)
- Glue stick (one per student)
- *From Start to Finish Matching Cards* handout, print single-sided (one per student)
- *From Start to Finish Matching Mat* handout (one per student)

### Procedure:

1. Before the activity, make a five-column chart on the board. Label each column with the following meals: **breakfast**, **snack**, **lunch**, **dinner**, **dessert**.
2. Read the book "Right This Very Minute" aloud to the class. After finishing the story, invite students to complete the table on the board by capturing the different foods eaten for each meal in the book.

<b>FOODS EATEN FOR EACH MEAL</b>	<b>BREAKFAST</b> Orange juice Pancakes Maple syrup	<b>SNACK</b> Cranberries Peanuts
<b>LUNCH</b> Sandwich Carrot Apple	<b>DINNER</b> Hamburger Potato Lettuce Tomato	<b>DESSERT</b> Strawberries Shortcake

3. Tell students that all food comes from somewhere. We use the word *source* to describe where something comes from. Show students a bottle of olive oil. Tell them this oil is used regularly in cooking. Ask students to identify the source of the olive oil by asking, "Where does olive oil come from?" (*Olives*). Show students a handful of olives. Ask students to identify the source of the olives by asking, "Where do olives come from?" (*An olive tree*). Show students a picture of olive trees. Tell students that the source for olive oil is an olive tree.
4. Explain to students that in this activity they will be matching products to their source. First, they will cut apart the matching cards. Next, they will make their matches. Finally, they will glue their matches to the *From Start to Finish Matching Mat* handout.
5. Clarify any questions. Distribute scissors, glue sticks, *From Start to Finish Matching Cards* handouts and *From Start to Finish Matching Mat* handouts. Circulate around the room to help students complete the activity.
6. After an adequate amount of time, review the *From Start to Finish Matching Mat* handout.

Discuss the following questions:

- a. Which products were most difficult to identify the source?
- b. How did looking closely at the pictures help you identify the source?
- c. Why do we need farmers?



### Extensions and Variations:

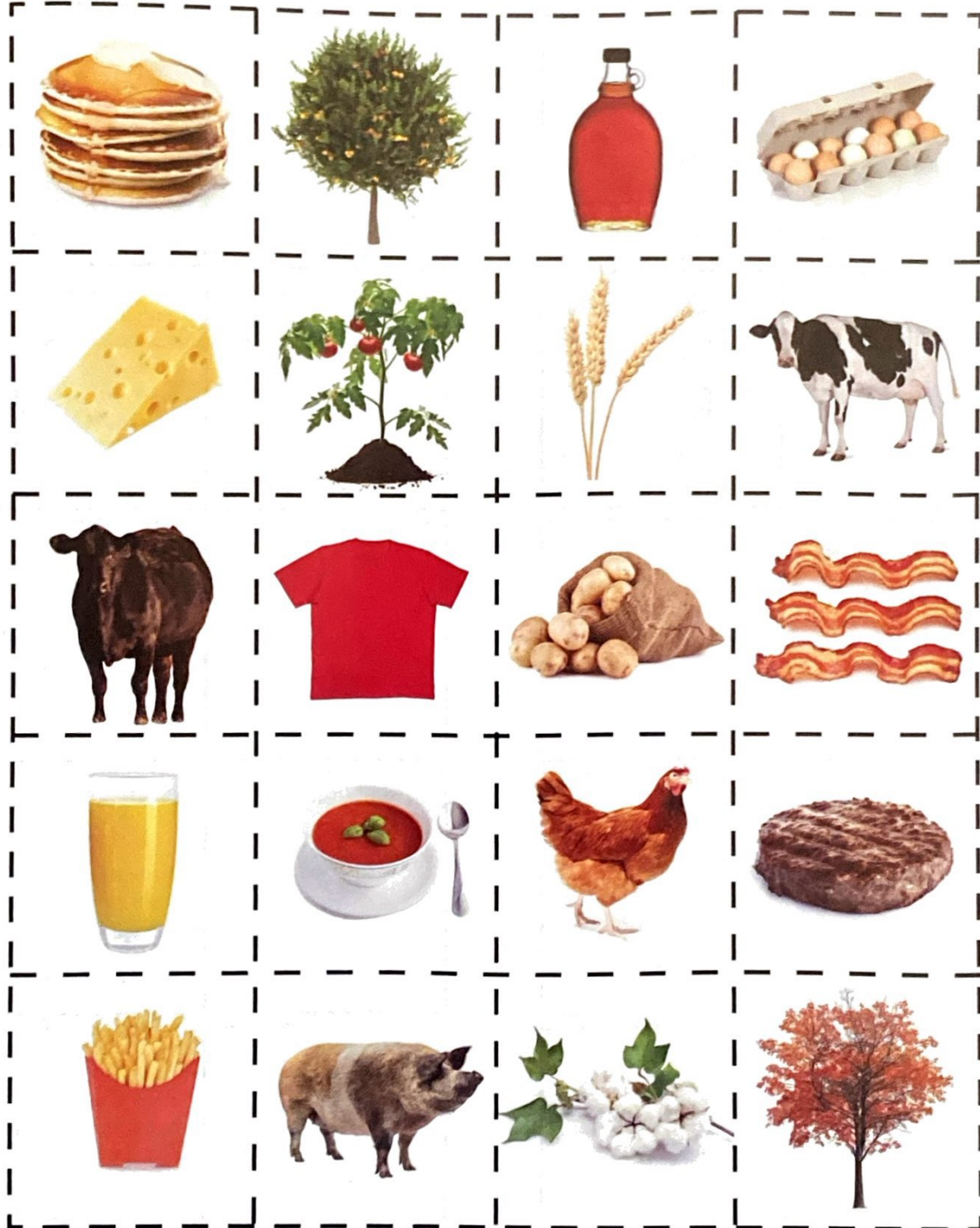
- Distribute the matching cards among the students, and have them find their “partner” to create a match.
- Instruct students to keep track of the foods they eat for one day. Create an illustration to show where their food comes from.
- Bring samples of different agricultural commodities, and have students match the actual samples to their surprising source. For example, a cotton T-shirt and a boll of cotton; sunflower oil and a sunflower; almond butter and an almond (always check for student allergies before introducing a nut product to class).





## ACTIVITY 2: From Start to Finish Matching Cards handout

Directions: Cut out each card.





Name: \_\_\_\_\_

## ACTIVITY 2: From Start to Finish Matching Mat handout

Directions: Match each product to the sources. Glue in place.
