

Transdisciplinary Theme: How We Organize Ourselves (*From Farm to Table*)

Central Idea: The journey of food is a process that involves many people.

October 21, 2011

Dear Parents,

We have begun our new unit of inquiry called *From Farm to Table*. We have included some information in this brochure to help you understand what your child will be doing in class. We have planned many varied activities to help the students get a sound understanding of the unit.



OVERVIEW OF ACTIVITIES AND SAMPLE LEARNING ACTIVITIES

- Students will bring in different packaged foods in order to explore where they come from originally. They will look at the labels to find out which countries the food comes from and try to find these on a map or atlas.
- Students will use a range of fruit and vegetables to draw, explore, cut & paste, and discuss where the foods grow; e.g., on the ground, bush, vine, tree
- Students will talk about the different processes that food can go through before it is used or eaten and what kind of people work in the food industry.
- We will go on a field trip to the Yili Dairy Factory to understand the processes and people involved in the journey of food from farm to table.
- Students will read a book about apple pie and discover where the ingredients come from. We will follow up with making a world map and tracing all the ingredients from their origin to China.
- Students will look at different food types and explore their journeys from farm to table.



SUMMATIVE ASSESSMENT

Working in a group or individually, students will portray a food process of a given product from its origin to the final product, showing the roles that people play in the process.

Students will choose their preferred learning style (e.g., models, flow chart, performance, PowerPoint or book, etc.) to show their understanding of the central idea. Students will then present their work to their peers.

Assessment Tool: Checklist

The teachers will interview students and ask them questions relevant to their chosen food journey.

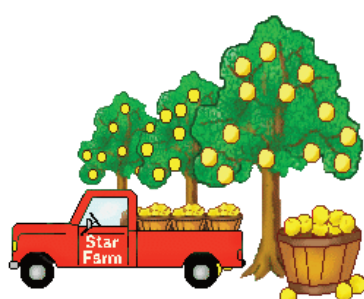


INQUIRY POINTS

- The journey and process of food from the farm to the store (*Change*)
- The process of food from kitchen to table (*Change*)
- The roles people play in the journey of food (*Function*)

TEACHER QUESTIONS

- What is the journey and process of food from the farm to the store? (*Change*)
- What is the process of food from kitchen to table? (*Change*)
- What are the roles people play in the journey of food? (*Function*)



PROFILE AND ATTITUDES

During unit work and learning engagements these profiles and attitudes will be focused on:

The Learner Profile that will be highlighted in this unit is **Knowledgeable**.

The PYP Attitudes will be **Cooperation** and **Curiosity**



KEY CONCEPTS

Function — The understanding that everything has a purpose, a role, or a way of behaving which can be investigated.

Connection — The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

TRANSDISCIPLINARY SKILLS

Social Skills:

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision-making
- Adopting a variety of group roles

LANGUAGE

During this unit, the students will work on:

WRITING

- Writing procedures ('to provide instructions on how to make or do something')

Title

Goal (What is going to be made or done?)

Materials (What is needed?)

Steps (How will it be made or done?)



- Using **nouns**, noticing that they name the subject of the procedure (*smoothie*), the ingredients and equipment (*bananas, honey, milk, yogurt, blender*) and additional information required to achieve the goal (*peel the bananas, pour the yogurt*).
- Using **present tense verbs** (*peel, cut, pour, blend*) at the beginning of each step. They direct the reader by describing an action.
- Identifying **adjectives** (*ripe, yellow* bananas, *large* blender, *drinking* cups). They add information about the nouns.
- Ordering steps sequentially
- Writing procedures for recipes and games
- Developing the use of bullet points and numbering

ORAL

- Giving oral instructions to a small group to make something
- Answering questions about the procedure regarding what they need/ what they are making/ what do they do first.

READING

- Listening to, and discussing a range of procedural texts (instructions/recipes)
- Participating in shared reading to carry out the procedure
- Focusing on fluency, comprehension, decoding, predictions, expression during Guided Reading
- Building up reading mileage by reading every night



MATH

Addition and Subtraction

In Grade One, the students practice the skill of adding and subtracting by doing learning engagements that work on the following understandings:

- Recalling addition facts for numbers to 20
- Recalling subtraction facts for numbers to 20
- Using a variety of strategies to solve addition and subtraction problems; e.g., counting forwards, counting back, doubles, bridging to 10
- Using concrete materials to demonstrate addition and subtraction problems
- Using a number line to record addition and subtraction



Measurement: Mass and Capacity

The students will weigh and measure using informal units. The learning engagements will work on the following understandings:

Volume and Capacity

- Counting and comparing the number of cups of sand and water to fill two different containers
- Recognising that two containers of different shapes can hold the same amount of material
- Ordering three containers according to their capacity



Mass

- Ordering the mass of two or more objects by hefting and checking using an equal-arm balance
- Using an equal-arm balance to find two or more objects with the same mass
- Estimating, measuring, and recording the mass of an object using informal units and an equal-arm balance
- Comparing and orders the mass of three objects using informal units
- Recording the mass of an object by referring to the number and type of informal units used; e.g., 5 teddy bears balance this book
- Using an equal-arm balance to find two collections of objects that have the same mass; e.g., a group of three blocks is the same as a group of ten counters

SOCIAL STUDIES LEARNING OUTCOMES

At the end of the unit the students will understand that:

- There are human-made systems to produce food which are interconnected, and which rely on communities and the environment.
- Economic activities have an impact on humankind and the environment.

Overall:

- Students will increase their understanding of their world, focusing on themselves, their friends and families, and their environment.
- They will become increasingly aware of how advances in technology affect individuals and the environment.



- Students will recognize connections within and between systems by which people organize themselves.

SOCIAL STUDIES LEARNING OUTCOMES (continued)

- Students will broaden their sense of why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment.
- Students will start to develop an understanding of their relationship with the environment.
- Students will become increasingly aware of how advances in technology affect individuals and the environment.

LINKS TO OTHER SUBJECTS

Technology

HOW CAN YOU HELP?

We would love you to be involved in this unit and we encourage you to talk to your child about their experiences. Here are some ideas:

- Look at the list of ingredients and identify the different things that go together to make different types of food. Have a go at simple recipes and get the children to write down the ingredients.
- Talk about the different processes that food can go through before it is used or eaten and what kind of people work in the food industry.
- Find out about farming and food from your home country.
- Practice using some of the vocabulary below and explain the meaning in your native language.
- If you feel you could help by coming in to school, please feel free to offer your services.



VOCABULARY LIST

Below you will find a list of vocabulary that we will be using in this unit. You may want to support your child's learning by going over some of these words in your mother tongue and/or explaining the meaning of the words.

journey
process
procedure
ingredients
recipe
harvest
farmer
truck
truck driver
ship
transport
seed
pesticide
wheat
barn
garden
weeds
boat
train
factory
grain
compost
tractor
soil
boil
butcher
baker
food chain
origin



Thanks from the Grade One team!