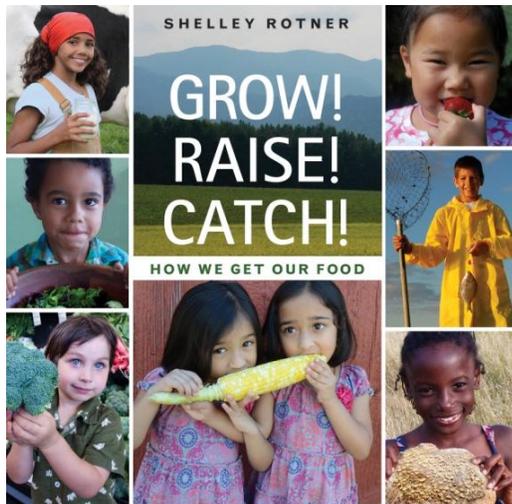


LESSON PLAN


 Instructional Standards


GROW! RAISE! CATCH!

How We Get Our Food

Shelley Rotner

Learning Objectives: Students will read nonfiction texts for purpose and understanding, to understand how we get our food and who the people are who produce the healthy food we rely on.

9780823436439 / Ages 4–7 / Also available as an e-book.

Guided Reading Level: M
Grade Level Equivalent: Grade 2
Interest Level: K-5

Next Generation Science Standards:
K-ESS3—Earth and human activity
K-LS1—From molecule to organisms, structures and processes

Instructional Standards:

RI.2-3.1, 2, 3, 4, 5, 6, 7, 8, 9, 10
 RF.2-3.3, 4
 W.2-3.2, 5, 6, 7, 8, 10
 SL.2-3.1, 1b, 1c, 2, 3, 4, 6
 L.2-3.3, 4, 4a, 4e, 6

Before Reading

Essential Questions

- How do we get energy for daily living?
 - What does your body need to grow and develop properly?
 - What can you do to be physically healthy?
 - How does what you eat affect your physical health?
 - Why is it important to eat healthy foods?
 - What is a “well-balanced” diet?
 - Chart examples of healthy foods.
 - Where does healthy food come from?
1. Introduce the book, *Grow! Rise! Catch! How We Get Our Food*, by Shelley Rotner, to the class.
 2. Discuss the cover illustration and title. Ask students to predict the central/main idea of the book.
 3. Discuss the “text type” (nonfiction), using reasons and evidence.

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4. Put the words “**grow**,” “**raise**,” and “**catch**” on the board. Discuss the meaning of each word as it applies to plants and animals.
5. Brainstorm things that people grow, raise, and catch. What are the names of the people who (produce) grow, raise, and catch food? (**farmer, fisherman, cattle rancher**)
6. Read to find out HOW we get our food and WHO produces the food that we rely on.

During Reading

Read the text. Answer the questions using reasons and evidence from the book.

Pages 2–3

- How does Shelley Rotner begin the book?
- Why are the photographs in black and white?
- Summarize how people survived before grocery stores and refrigerators.

Page 4

- Where do people get their food?

Pages 7–8

- Where does our food come from?
- What do we need for healthy, nutritious food?
- Who grows, raises, and catches our food?

Pages 10–13

- What do vegetable farmers grow?
- Describe how different vegetables grow.

Pages 14–17

- What are the different kinds of fruits grown by berry, citrus, and fruit farmers?
- How are the various fruits different in the way they are grown?
- Explain what conditions are needed to produce different kinds of fruit.

Pages 18–19

- Compare and contrast the two crops that grow like grass.

Page 20

- Explain how you know the potato farmers in the book like what they do.

Page 21

- Name the different parts of corn.

Pages 22–25

- What do the dairy, beef, chicken, and pig farmers have in common?
- What do these farmers produce that we consume?
- Explain what they like about their job, using the words and photographs.

Pages 26–27

- Who in the book catches their food?
- What do they catch?
- How do they catch it?

Page 28–29

- How does the family live off the land?
- How do they make sure that their farm produces healthy food?
- What does the family put in the compost bin?

Page 30–31

- Where can people grow food?

After Reading**Using the glossary**

- Find each word in the glossary in the book. Write down what you think the word means by looking at the context clues. Check the meaning.

Using side text

- Go back to the book and reread all of the facts from the side text. Write a question for each. Quiz a classmate.

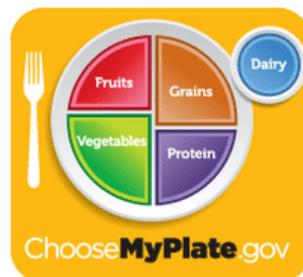
Using the photographs

- How do the photographs enhance meaning?
- How does the photograph on page 11 clarify a scientific idea from the book?

Making connections

1. Create a main idea and detail chart.
2. How did the book affect you personally? What did you learn about yourself and the world around you?
3. Listen/read the note from Shelley Rotner on page 32. What is the author's purpose? What does she want to answer, explain, or describe?
4. What foods are needed by the body for proper growth and development? Describe why each nutrient is necessary.
5. Write a food log of everything you eat in a day. Are you getting proper nutrients that help your body grow and stay strong?
6. Explain how nutrients provide energy for daily living.
7. Plan a well-balanced menu for breakfast, lunch, and dinner, using the plants and animals from the book. Visit www.choosemyplate.gov. What practices and resources can help you make healthy food choices?
8. Research resources available to help in making nutritional choices. How can you implement making healthful food choices?

Guide written by Marla Conn, reading/literacy specialist and educational consultant



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