

Description

Allison Investigates: Does Chocolate Milk Come From Brown Cows? is a story about a girl named Allison who wants to know if chocolate milk comes from brown cows like her dad says it does. The story teaches students that milk and dairy products don't magically appear in the supermarket, and focuses on the many steps milk undergoes before we enjoy it. Together with the lesson, this project will inspire conversations with students about milk being an important part of a healthy diet.

Part 1: Introduction and Reading

20 minutes

1. Briefly introduce yourself and your connection to agriculture (2-3 minutes)

Bring props, samples or photos of your farm. This is a very important part of these presentations! Take your time and talk about how you contribute to agriculture.

2. Introduce the Six F's of Agriculture (2 minutes)

Example: Say, "Agriculture is a big word and it is an important part of our daily lives. I am going to teach you "The Six F's of Oregon Agriculture" to help you understand how important agriculture is. Now repeat after me. The first F is for Farming. Farms are where food and fiber is produced. The second F is for Food. Agriculture feeds us. The third F is Fiber. Fiber is used to make fabric and clothes. The fourth F is Fishing. In Oregon we harvest lots of food from the ocean. The fifth F is Flowers. One of Oregon's biggest agricultural industries is nursery and greenhouse crops like flowers. And, the last F is Forestry. Wood products are used to make buildings, furniture, paper products and more. As you can see, agriculture is everywhere and very important to all of us. It feeds us, keeps us warm and provides us with shelter."

4. Introduce the story (1 minute) Example: Say, "We are going to learn about one part of agriculture today. I am going to read a story that talks about how milk gets from the farm to our homes. Pay careful attention to the different steps that milk goes through as we read the book."

5. Reading (15 minutes) READ SLOWLY and take time to show students the pictures as you go. Have students pay particular attention to the steps in the process. We will be doing an activity around this soon!

Part 2: Nutrition Lesson

20-25 minutes

2A. Transition into the Activity (5 minutes)

1. After you have read the book, lead the students in a few follow-up questions. For example: Does chocolate milk come from brown cows? What steps does milk go through before we drink it? For younger grades, consider opening the last page of the book to help the students remember the different steps in milk production. After a few minutes of discussion, explain to students that there are multiple steps to processing milk before we drink it. In this activity we are going to discuss how milk is produced and how we can enjoy it as part of a healthy diet.

2. **Get Mooovin'.** Have the students stand, say "Milk helps our bodies stay strong and healthy. Repeat after me and follow my movements. Milk gives you strong bones. Can you flex and make your arm muscles big?" Flex your arms and hold them up. "Milk makes your teeth strong. Can you show me your smiles?" Point to your mouth and smile, showing all your teeth. "Milk helps convert food into energy. Let's run in place to use some of energy!" Run in place and pump your arms. "Milk makes your skin healthy. Let's look at our arms to see our smooth skin." Look down at your arms and rub your skin. Instruct the students to quiet down and be seated.

Overview:

Time: 45 minutes

Grade Level: K-4

Common Core State Standards:

K.RL.1,2,7; RI.1,2,3,7; SL.1,2,3,6

1.RL.1,2,7; RI.1,2,7; SL.1,2,3,6

2.RL.1,7; RI.1,6,7; SL.1,2,3,6

3.RL.1,7; RI.1,6,7; SL.1,2,3,6

4.RL.1,2; RI.1,3,7; SL.1,2

HE.03.PH01.CC; HE.03.PH01.AI;

HE.03.PH02.SM

NGSS Standards:

K-LS1

Materials: Book; 5 food group bags; 1 deck of food cards; 8 dairy processing step cards



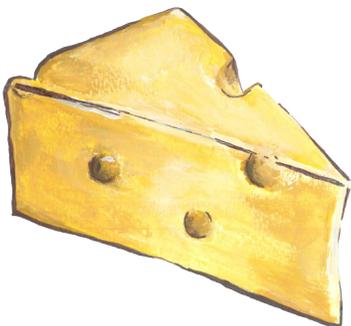
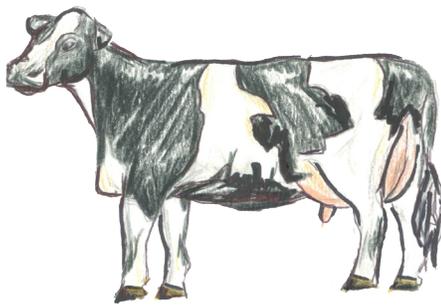
Checklist:

- Contact the teacher well before your presentation.
- If you plan to use a white/smart board, check with the teacher beforehand.
- Practice reading the book out loud and doing the activity beforehand.
- Complete the participation form and return it to AITC, or fill it out online.



2B. Dairy Production Process (5 minutes)

1. **Choose 8 volunteers** and give them each a card with an image from the book that highlights the different processes of milk. (Cows eat, cows drink, cows are milked, milk is cooled, milk is transported, milk is processed, milk is packaged, and enjoy milk.)
2. **Once you have finished handing out the cards**, have the rest of the class help sort the 8 volunteers with cards into chronological order. Say things like: “What does this card have on it? Where do we think this card goes?” When talking about the first few steps, discuss how farmers take caring for their cows very seriously. Farmers do many things to ensure that their cows are happy and healthy.
3. **Once the 8 volunteers are lined up**, discuss the process of milk and answer any questions the students may have. Then collect the 8 cards from the volunteers and have them return to their seats.



2C. Food Group Sorting (10 minutes)

1. **Hand out the second set of cards** showing different types of foods (milk, shrimp, bread, apples, etc.). Each student should have one card (you may not use all of the cards). *Make sure that there are at least 2 within each food group. Each food group is a different colored card to help you easily identify the groupings. Do not pass out the 6 “Meal” cards (faded blue color). These “Meal” cards are the combination pizza, PB&J sandwich, beef and vegetable stew, enchilada, sub sandwich and chow mein. We will use these cards later.*
2. **After the cards have been distributed**, place the bags with the different food groups around the room. Have each student find the bag their card belongs in. While this is happening, make sure to emphasize that we need to eat foods from all categories in our diet.
3. **After all of the cards have been sorted** and students have returned to their seats, begin discussing what was in each bag. Talk about how those foods qualify as that category. Allow the students to ask questions and to respond with their thoughts. If the students complete this task quickly, either repeat the activity, sort remaining cards as a group, or discuss more examples of foods in each food group. *Fruits vs. Vegetables:* Getting mixed up on whether a food is a fruit or vegetable? Students might even try to correct you. An easy rule to follow is: if there are seeds, it is a fruit! Tomato: fruit or vegetable? Many might say vegetable, but it is really a fruit! Older students might have fun identifying some unique fruits.
4. **Once the discussion for the sorted cards has died down**, discuss the 6 “Meal” cards. Say things like: “What types of foods are in [insert one of the six foods here]?” Make sure to relate it back to their daily lives with questions like: “Do any of you like to eat [insert one of the six foods here]?” Or “What’s your favorite part about [insert one of the six foods here]?”

Part 3: Wrap Up

5 minutes

1. **When the activity is complete** gather the cards and ask the students to return to their seats (or the carpet) and talk about the activity and what they learned. Here are some questions to lead the discussion:
 - a. What part of our bodies does milk help stay healthy?
 - b. What is one of the important steps milk goes through before we drink it?
 - c. What is your favorite dairy product?
2. **When the discussion draws to a close** (or when time runs out), distribute bookmarks to the students or leave them with the teacher. Tell the students that this bookmark will help them remember what they learned today.
3. **Review The Six F’s of Agriculture** if you have time.
4. **Thank the teacher and students** for sharing their time to learn about agriculture.
5. **Leave the book and the contents of the “Teacher Packet”** for the classroom’s library and collect all other supplies to reuse in another classroom. Once completed, you can return the cards to AITC for other volunteers to reuse.

Don’t forget to fill out the participation form, either online or mail the one included in your packet!

Thank you!

