



Farm to Table



Local milk is available 365 days a year.

Dear Educator,

Any time is the perfect time to introduce your students to the healthy, delicious dairy products and produce available from farmers in your state, and to celebrate the nutritional benefits of enjoying food fresh from a nearby farm.

To help you get started, the curriculum specialists at Young Minds Inspired (YMI), in partnership with the Dairy Council® of Arizona and Nevada, have created this free teaching kit, with lessons that explore connections between good nutrition and the role local farmers play in providing our food and helping to protect our environment.

Many schools partner with local produce and dairy farms to provide fresh, nutritious food for their students through Farm-to-School (F2S) programs. To get your school involved, contact the appropriate state agency listed under Farm-to-School Resources below.

Bring your lessons to life with a virtual tour of a dairy farm. Check with your local Dairy Council® office for the next scheduled live virtual tour, or to find a recording of:

- an Arizona tour: <https://arizonamilk.org/for-schools/virtual-learning-resources/>
- a Nevada tour: <https://www.nevadamilk.com/on-the-farm/>


We hope that you will use this program to create a farm-to-table connection in your classroom, and encourage you to share these materials with other teachers in your school. Although the materials are copyrighted, you may make as many copies as needed for educational purposes. Please comment online at ymiclassroom.com/feedback-dcan to provide feedback. We look forward to hearing from you.

Sincerely,
Daisy the Dairy Cow
Dairy Council® of Arizona and Nevada




Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



 For questions, contact us toll-free at 1-800-859-8005 or by email at feedback@ymiclassroom.com.

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Target Audience

Students in grades 2-4.

Program Objectives

- Educate students about local agriculture and its importance to their community.
- Teach students about the many benefits of consuming locally produced dairy products and other foods.
- Reinforce the USDA MyPlate nutrition guidelines for healthy eating.
- Inspire students to grow their own food in a school or home garden.

Program Components

Visit ymiclassroom.com/dcan for:

- This one-page teacher's guide
- Three reproducible student activity sheets

- Two colorful wall posters
- A standards alignment chart
- A feedback form for your comments

How to Use This Program

- Download the teacher's guide, student activity sheets, and poster.
- Copy the activity sheets, one for each student.
- Display the posters prominently in your classroom. (*Contact your local Dairy Council® to request a poster.*)
- Introduce the program by having students view the following:
 - Arizona tour: <https://arizonamilk.org/for-schools/virtual-learning-resources/>

- Nevada tour: <https://www.nevadamilk.com/on-the-farm/>
- Plan to have students complete Activity 2 in the afternoon, after lunch.
- Send each activity sheet home for students to share with parents.
- To review program alignment with Common Core and National Standards, see page 7.

How to Use the Wall Poster

Before beginning the program, review the poster with students. Have older students work in groups to research and present reports featuring more details about each step in the journey of milk.



Activity 1 From Farm to Table—A Local Journey

Have students complete the quiz in groups or independently. **Answers:** 1-B; 2-A; 3-C; 4-D; 5-C; 6-all but E and F.

Next, have students fill in the letters to complete the paragraph. **Answers:** animals, environment, recycling, machine, waste, electricity, fertilize, fruits, vegetables, grains, healthy, lunches.

As an extension, have students illustrate their choice of one of the statements about eating locally grown food, then combine their sketches to create posters for display in the classroom, hall, or cafeteria.



Activity 2 My School, My Food

Review the MyPlate icon with

students. Remind them that although many of their meals often include processed foods, plants and animals are still the original source and we are dependent on them and the farmers who care for them for all of our food.

If necessary, help students identify their food sources with hints such as: Where would the turkey, cheese, bread, and lettuce come from if you had eaten a turkey sandwich? (**Answers:** a turkey farm, a dairy farm, a wheat farm, and a produce farm.) Send the activity sheet home with students to share with parents.



Activity 3 Homegrown!

Help students, if necessary, to unscramble the words and

use the chart to record yields. **Answers:** carrots-10 lbs.; potatoes-20 lbs.; cabbage-20 lbs.; cucumbers-10 lbs.; tomatoes-25 lbs.; peppers-15 lbs. Total yield-100 lbs.

Have students share their ideas about how the connections in *Planting Power!* point out the environmental benefit of gardening. Challenge them to think of more benefits.

Answers: 1-C; 2-D; 3-A; 4-E; 5-B.

After students have used the back of their paper to record items needed to plan a garden (tools, tool storage, soil, containers or space to plant, seeds and/or seedlings, a water source, irrigation, watering cans, etc.) and sketched their ideas, you might want to extend this activity by starting a garden at your school (see kidsgardening.org for ideas).

Resources

Program Site

- Young Minds Inspired, ymiclassroom.com/dcan

Dairy

- Dairy Council® of Arizona and Arizona Dairy Farmers: www.arizonamilk.org
- Dairy Council® of Nevada and Nevada Dairy Farmers: www.nevadamilk.com

Farm to School Network

Arizona

- Arizona Farm to School program: azed.gov/hns/azf2s
- Farm to School Network - Arizona: farmtoschool.org/our-network/Arizona
- AZ Farm Bureau Ag in the Classroom: <https://www.azfb.org/Programs/Agriculture-in-the-Classroom>

Nevada

- Farm to School Network - Nevada: farmtoschool.org/our-network/Nevada
- Nevada Ag in the Classroom: agri.nv.gov/aglit

MyPlate

- USDA MyPlate, myplate.gov

Adapted from a program developed by American Dairy Association North East

Activity 1

From Farm to Table—A Local Journey



Arizona



Nevada

Reproducible Master

Do you know where the food you eat comes from? How about the milk you drink at lunch? You might be surprised to learn that most of the dairy products in your school cafeteria and in your kitchen at home come from local dairy farms—even if you live in a city! Take this quiz to learn more. Just circle the letter of each correct answer:



1. Approximately how many family dairy farms are there in Arizona and Nevada?

- A. AZ = 20, NV = 75 C. AZ = 150, NV = 50
B. AZ = 75, NV = 20 D. AZ = 200, NV = 5



2. True or False? The spots on a cow are unique, and no two spots can be the same.

- A. True B. False



3. On average, how long does it take fresh milk to travel from a local dairy farm to your school?

- A. one hour C. 48 hours
B. 10 days D. one month



4. An average dairy cow can produce about how many school milk cartons of milk a day?

- A. 10 C. 200
B. 90 D. 160



5. How much does a typical Holstein cow (the black and white ones) weigh?

- A. 500 pounds C. 1,400 pounds
B. 850 pounds D. 6,000 pounds



6. Which of these are locally grown fruits used in dairy products like yogurt and ice cream? (Choose all that apply.)

- A. oranges D. apples
B. strawberries E. cranberries
C. raspberries F. dragon fruit

Keeping It Local

Your local farmers work hard to bring fresh food and dairy products to your school and your home. But did you know their work also helps your community in other ways? Fill in the blanks to complete the words in the following paragraph.

Farmers help take

care of a i als and the land.

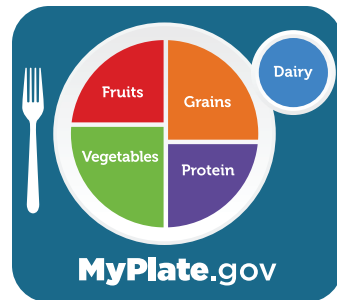
Some dairy farmers help the en iron ent by re yc ng the waste from dairy cows with a ma ine called a methane digester. This machine turns the w st into energy to produce elec icity . The liquids and solids from the digester can be used to fe tili e plants, which helps produce the f uits , ve eta es, and ains we eat along with dairy products to stay h alt y. These foods go into the school lun es you eat each day.

Why Eat Locally?

- **It Tastes Great!** Locally grown foods do not have to travel far, so they can be harvested later, when they are ripe and their flavor is at its best, meaning tastier eating.
- **It's Good for the Environment.** Buying foods grown by local farmers travels less distance and helps preserve farmland and open space.
- **It Keeps Your Community Strong.** The money earned by local farmers stays in your community instead of going to food producers in another city, state, or country.
- **It Keeps You Connected.** Even if you live in a city, you can visit your local farmer's market and meet the farmers who have grown the food you eat.



My School, My Food



The MyPlate guide helps you remember to include food from all five food groups in your meals each day. These food groups are building blocks to a healthy diet. What did you eat for your lunch today? List each item under its food group. List items that combine food groups (like pizza) under all the food groups that apply.

Dairy	Fruits	Vegetables	Grains	Protein

Now choose two of your lunch items. Write the farm source for each after the arrow (for example, a carton of milk comes from a dairy farm). Remember, food isn't grown at the store!

1. _____	→	_____
2. _____	→	_____

Parents! If your child participates in your school's meal program, it's very likely that his or her lunch may have come from a local food source. Many school meal programs in our region use dairy products from local farms that are members of the Dairy Council® of Arizona and Nevada. Locally produced foods come to your table at their peak flavor and nutritional value. Eating locally also boosts your community economically by supporting the agricultural connections between farmers, businesses, and consumers like you.

Eat locally by serving this tasty pizza with a fresh salad using greens and vegetables from your nearby farm or your school or home garden, along with milk from your local dairy.

Tasty Garden Pizza

Cooking time: 30 minutes. Serves 4 (2 slices each). Experiment by adding garlic, a flavored vinegar combined with the oil, and other homegrown veggies of your choice!

Ingredients

- 1 10-ounce can refrigerated pizza crust dough
- Cooking spray
- 2 tsp. olive oil, divided
- 3 small tomatoes, sliced thin
- 1 medium pepper, sliced thin
- 1 cup (4 oz.) shredded mozzarella cheese
- 2 Tb. Parmesan cheese
- ½ cup basil, chopped thin
- salt and pepper to taste



Preparation

1. Preheat oven to 400°.
2. Coat a pizza pan with cooking spray. Unroll crust dough into the pan shape. Bake at 400° for 8 minutes. Brush with 1 tsp. oil.
3. Place tomato and pepper slices on crust, leaving ½ inch around all edges. Mix cheeses together and sprinkle evenly on top. Bake at 400° for 12 minutes. Dough is done when cheese melts and crust is golden.
4. Sprinkle pizza evenly with chopped basil, salt, and pepper. Drizzle the remaining oil evenly over the surface. Garnish with whole basil leaves if desired. Cut into 8 slices, and enjoy!

Tips for Shopping Local



- Most products include "grown in" information directly on the product or its packaging. Or ask your grocer which foods and dairy products are from local sources.
- To find out where your milk is from, enter the code on the carton here: whereismymilkfrom.com/finding-my-code.
- Shop local farms for everything from dairy products to vegetables and to experience farm tours. To find a farm tour in your region or county, visit arizonamilk.org and nevadamilk.com.
- Find out if there is a Community Supported Agriculture (CSA) program for your area at localharvest.org/csa. CSAs supply boxes of fruits and vegetables on a weekly or monthly basis fresh from the farm to you.



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Homegrown!



Growing a garden is a fun way to find out firsthand how food gets from the farm to your table. This activity will help you get started, and find out some of the good things that gardens do.

Plant a Row!

All farmers and gardeners need to know how much food they might harvest. Use the table below to calculate how much of each crop you could grow in this garden, which has 10-foot-long rows. Write the amounts in the "My Yield" column. But first, you need to unscramble the names of the crops!

Crop	Row Length		Yield
Cabbage	10 feet	X	2 pounds per foot
Carrots	10 feet	X	1 pound per foot
Cucumbers	10 feet	X	1 pound per foot
Potatoes	10 feet	X	2 pounds per foot
Peppers	10 feet	X	1.5 pounds per foot
Tomatoes	10 feet	X	2.5 pounds per foot

Crops

My Yield

arorste: _____

toatepos: _____

gacbeba: _____

bmcuscuer: _____

motaoste: _____

sprpepe: _____

Total Harvest Yield: _____

Planting Power!

Farmers and gardeners help the environment in many ways, in both big cities and small communities. Match these Garden Facts with their impact on the environment by writing the correct letter in the space:

Garden Facts

- ____ 1. Gardens attract bees and butterflies.
- ____ 2. Gardens absorb rainwater.
- ____ 3. Gardens use manure and compost as fertilizer.
- ____ 4. Gardens make use of vacant lots.
- ____ 5. Garden plants absorb carbon dioxide and produce oxygen.

Impact on the Environment

- A. Recycles waste that would go to a landfill.
- B. Helps reduce greenhouse gases.
- C. Increases pollinators needed to produce fruits and vegetables.
- D. Helps protect lakes and rivers from runoff.
- E. Creates urban green spaces.



Planning Time!

Now use the back of this paper to organize ideas for planting your own garden. List things you will need (tools, seeds, names of crops, etc.), then draw your dream garden and show what you will plant and where!

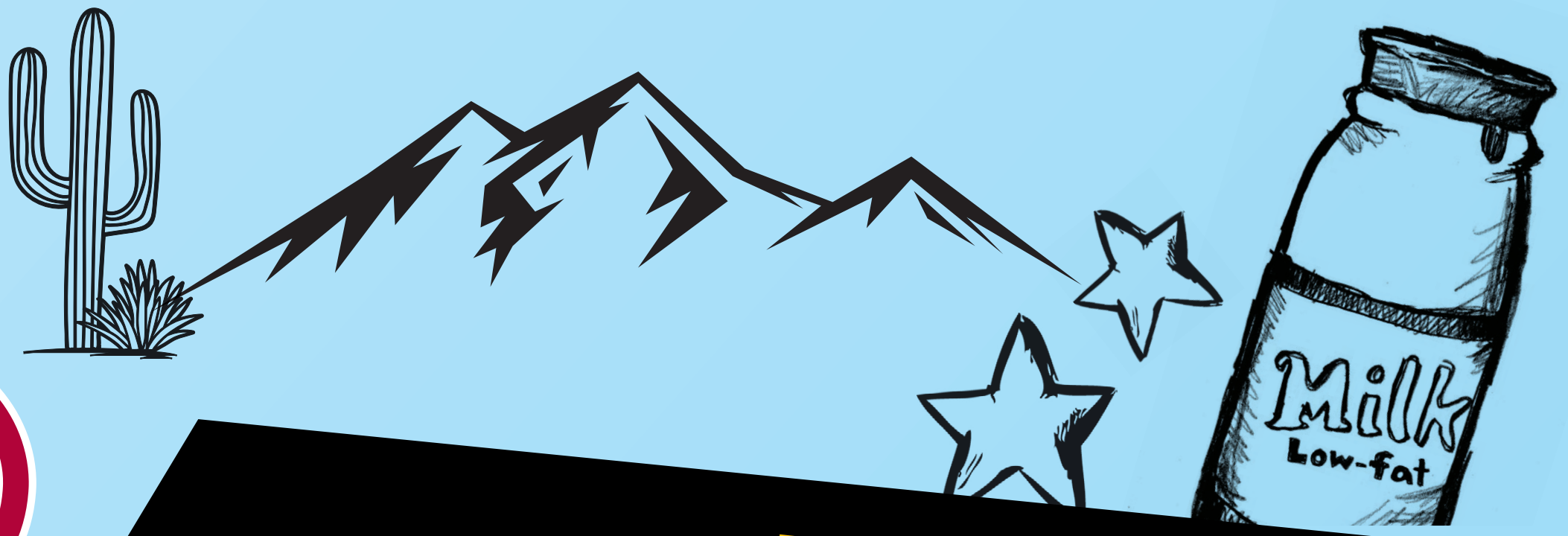


Gardening Tips

- You don't need a big piece of land to start a garden. In fact, it's best to start small—for example, with a few vegetables growing in container pots.
- Grow foods you like to eat, but first find out what will grow well in your region. Fruits and vegetables all have specific growing seasons that determine when they should be planted.
- Be creative! Plant a pizza garden with veggies you can use as pizza toppings. Or plant a salad bar garden where you can pick what you want for a fresh salad.



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The FARM-TO-SCHOOL Cycle of Milk

BACK TO BASICS

1 ON THE FARM
Milking the cows

2 PROCESSING
Homogenization,
Pasteurization

3 BOTTLING

4 TRANSPORTING

5 SERVED





From Farm to School

Rusher visits a Nevada Dairy Farm



Rusher always wondered where milk comes from, so he decided to visit a Nevada Dairy Farm and find out. Rusher wanted to pass along what he learned.

1. Farm Families



It all starts with dairy farmers. Nevada is home to 23 dairy farm families who take pride in caring for their cows, land, and producing safe, nutritious milk.

4. Inspection



EVERY tank of milk undergoes a safety inspection before it leaves the farm.

2. Cow Care



Cows eat about 90 pounds of nutritious feed and drink 30-50 gallons of water each day! Then, they rest on comfortable bedding.

3. Milking Parlor



Cows are milked two or three times a day. A milking machine gently removes the milk from the cow's udder. Did you know cows give up to 90 glasses of milk each day?

6. Enjoy at School



Did you know milk travels less than 100 miles to get from cow to you? That's fast, fresh, and local!

5. Transportation



Milk is picked up from the farm in large insulated trucks so it stays below 40 degrees. At the processing plant, it is tested, pasteurized and made into your favorite dairy foods!

www.FuelUpToPlay60.com



A PROGRAM OF



THE NFL MOVEMENT FOR AN ACTIVE GENERATION

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Farm-to-Table

A Nutrition Program for Grades 2-4

Common Core Curriculum Standards

GRADE 2

	Activity 1	Activity 2	Activity 3	
ENGLISH LANGUAGE ARTS STANDARDS				
Reading Informational Text				
Key Ideas and Details:				
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			.	
Integration of Knowledge and Ideas:				
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		.		
Reading Foundational Skills				
Phonics and Word Recognition				
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.			.	
Fluency:				
RF.2.4a Read grade-level text with purpose and understanding.	.			
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	.			
Writing				
Research to Build and Present Knowledge:				
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		.	.	
MATHEMATICS STANDARDS				
Number & Operations in Base Ten				
Math Content 2:				
NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			.	

Farm to Table

Common Core Curriculum Standards

GRADE 3

	Activity 1	Activity 2	Activity 3	
ENGLISH LANGUAGE ARTS STANDARDS				
Reading Informational Text				
Key Ideas and Details:				
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•			
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			•	
Craft and Structure				
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	•			
Integration of Knowledge and Ideas:				
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		•		
Reading Foundational Skills				
Phonics and Word Recognition:				
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	•		•	
Fluency:				
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	•			
Writing				
Research to Build and Present Knowledge:				
W.3.7 Conduct short research projects that build knowledge about a topic.			•	
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		•		
MATHEMATICS STANDARDS				
Number & Operations in Base Ten				
Math Content 3:				
NBT.A.2 Fluently add and subtract within 100 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.			•	

Farm to Table

Common Core Curriculum Standards

GRADES 4

	Activity 1	Activity 2	Activity 3	
ENGLISH LANGUAGE ARTS STANDARDS				
Reading Informational Text				
Key Ideas and Details:				
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			•	
Integration of Knowledge and Ideas:				
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		•		
Reading Foundational Skills				
Phonics and Word Recognition:				
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	•		•	
Fluency:				
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	•			
Writing				
Research to Build and Present Knowledge:				
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.			•	
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		•		
MATHEMATICS STANDARDS				
Number & Operations in Base Ten				
Math Content 4:				
NBT.A.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			•	

Sources:

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