

## Activity #4



At Rainbow Valley School, Mr. Flynn loves cooking up a storm with his students! Today, he is making a smoothie.

Do you see foods in the poster that you could use to make a smoothie?

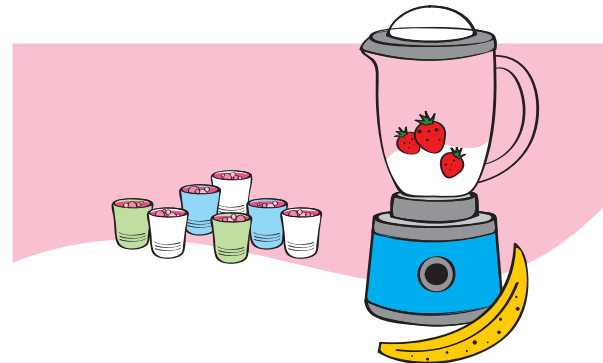
Have you ever made a smoothie before?

### Smoothie



**Supplies:** 1 cup of milk, 2 cups of plain yogurt, 2 cups of fresh or frozen fruits of your choice, 1 banana, blender, measuring cups, spoon, small sampling cups.

**Set-up:** With the help of your students, combine all ingredients in a blender and blend until smooth.



**K** Invite students to taste the smoothie and describe it using their senses. (e.g., taste, color, texture, etc.)

**1** To increase the level of difficulty of the above activity, ask students to write their own smoothie recipe and share it with their classmates.

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## More Activity Ideas!



### What about Math?

Do you see Frank the fisherman and his purple boat? When Frank was out at sea earlier today, he caught some lobster. Can you count how many lobster traps are on his boat? How many lobsters do you see?

As Tracy the train driver arrives in Rainbow Valley, she waves to Frank the fisherman. Can you help Tracy count the items on her train?



### Search and Find

Using the flash cards provided, invite students to find the items on the poster.



### Learning French with Felix the farmer

Felix the farmer would like to learn French. Using the flash cards provided, have students read the words or you can read them to the students.



### Foods From All Over the World

Tracy the train driver transports many different foods on her train. What other transportation modes do you see on the poster (e.g. Milk truck at the farm, boat at the harbour, truck in the wheat field). Lead into a class discussion about how food is transported from the "farm" to table. Talk about how some foods can be grown locally, but other foods are imported from all over the world. Now is a good time to discuss which foods are produced locally, like milk, apples, carrots, etc.



Milk truck



Boat



Grain truck



### Shape Chart

Using the shape chart on the poster, ask students to find different shapes hidden in the poster (e.g., the cow spots are oval, the barn window is square, the soccer ball is round, etc.)



### Alphabet Chart

Using the alphabet chart on the poster, ask the students to find items that start with a certain letter. (e.g., A for apple, B for bees, etc.)

## Food Adventures with Felix the Farmer



# Teacher's Guide

Foods, foods, glorious foods! We eat them every day, but what do we really know about them?

Let's join **Felix the farmer** in his world of adventures as he explores where foods come from!

This engaging resource is meant for kindergarten/primary and first grade students. It allows them to work towards achieving various learning outcomes in subjects like Health, English Language Arts, Art Education, Science and Math.

**Grade Legend** **K** Kindergarten/Primary **1** 1st Grade

- Subject Legend**
- Health:** Exploring food origins and healthy food choices
  - English Language Arts:** Speaking, listening, reading, viewing and writing
  - Art Education:** Exploring skills and materials
  - Science:** Caring for the environment, exploring living things and learning through the 5 senses
  - Math:** Measuring, counting and recognizing shapes

## Activity #1



Felix the farmer loves when people come to visit his dairy farm. He is especially excited to show visitors Clover, a new little calf, born just a few days ago! Today, Felix welcomes Mrs. Parker and her students from Rainbow Valley School. He is very happy to welcome them to his dairy farm and to show them how cows are milked! Felix the farmer loves to explore foods and where they come from. Foods come from different places.

Do you know where the foods you eat come from?

### Where Do Foods Come From?



**Supplies:** Containers, labels, flash cards.

**Set-up:**



- K** Set containers on a table and label them with various food origins (e.g., garden, farm, trees, sea, field, etc.). Distribute food cards among your students and invite them to place the cards in the appropriate containers (e.g., if the student has a picture of an apple then they would put it in the "trees" container, if the student has a picture of cheese then they would put it in the "farm" container, etc.).
- 1** To increase the level of difficulty of the above activity, ask students to spell the name of the food shown on the card they have picked before putting the card in its appropriate container.

## Activity #2



There is a lot to explore in the world of food. While at the dairy farm, Felix the farmer and Mrs. Parker's class notice Mr. Murphy's class riding on the bus. They too are exploring where food comes from. Mr. Murphy and his students are inspired by all the colorful foods they see along the way and decide to decorate their classroom with a food garland.

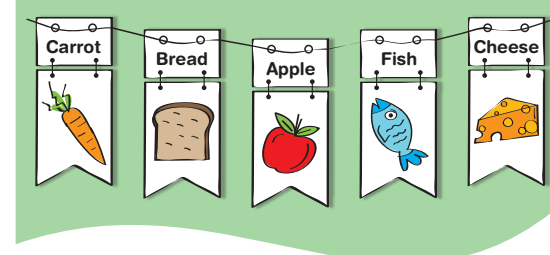
Let's decorate our classroom!

### My Food Garland



**Supplies:** Grocery store flyers, construction paper or foam plates, string, glue, scissors, hole punch.

**Set-up:**



- K** Provide students with supplies to create their own food garland. Encourage them to find inspiration from the poster. While students create their garland, ask them about the foods they chose (e.g., Where do they come from? Have they tasted them? What do they taste like?, etc.)
- 1** To increase the level of difficulty of the above activity, ask students to write the name of the foods they have chosen on their garland.

## Activity #3



On their way back to school, Mr. Murphy and his students stop by Molly's food stand to see the delicious vegetables and fruit that she sells; like tomatoes, corn, potatoes, apples and plums. She loves gardening.

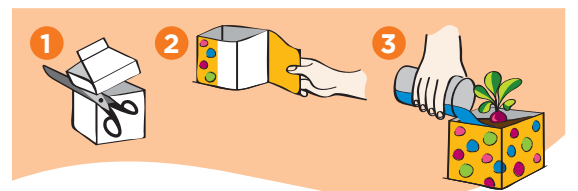
Have you ever grown food in a garden?

### Recycled Milk Carton Planter



**Supplies:** Class set of recycled milk cartons, potting soil, seeds (e.g., radish, chives, beans, lettuce, etc.), various art supplies to decorate each milk carton.

**Set-up:**



- K** With your help, students can cut and discard the top part of the milk carton. With the supplies provided, invite them to decorate their milk carton planter. Once they have added potting soil they can plant their seed, water it and watch it grow! Now is a good time to discuss why recycling is important for the environment.
- 1** To increase the level of difficulty of the above activity, ask students to journal what they observe.