

How Peppers Get to the Plate



Language Arts

For the Classroom:

- Group structure - whole group or small group center
- Location - at seats or with clipboards
- Approximate time - 20 minutes

Common Core English Language Arts Standards

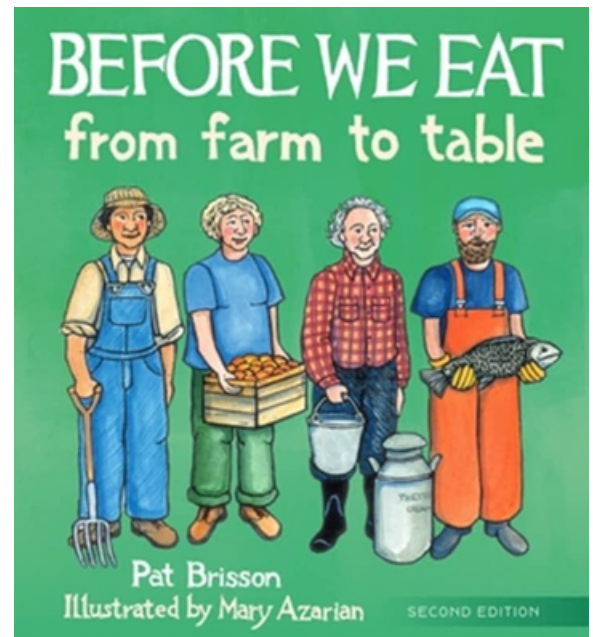
- CCSS.ELA-LITERACY.W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- CCSS.ELA-LITERACY.W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Materials:

- “[Before We Eat](#)” by Pat Brisson
- “How Peppers Get to the Plate” sheet (1 per student)
- Coloring supplies (1 set per student)

Directions:

Distribute “How Peppers Get to the Plate” sheets (1 per student) and coloring supplies. Explain that you will work together to tell the story of how peppers get to our plates. Begin by deciding what sequencing word should be filled in next to the first phrase (first, next, last, then, finally, etc). Then, echo-read the first phrase (optionally, prompt students to underline the rhyming words at the end of each line). Give students some time to illustrate each phrase before continuing the process for each of the four phrases. When all four phrases are complete, students could be challenged to write and draw what happens next on the back of their paper (perhaps the pepper coming home, being prepared, and eaten). Finally, read “Before We Eat” by Pat Brisson to hear an extended version of how many familiar foods go from farm to table.



Lesson created by Jenna Mobley

How Peppers Get to the Plate



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How Peppers Get to the Plate

By: _____

As we sit around this table, let's give thanks as we are able
To all the farmers we may meet, who helped grow these peppers we eat.

Sequence Word

	They plowed the ground and planted seeds, Tended fields, removed the weeds.
	They picked the crop at harvest time, Working in the heat and grime.
	They washed, sorted, checked the weights, Loaded the truck full of packed crates.
	Then off to market they will go To sell to neighbors they've grown to know.

Modeled after "Before We Eat: From Farm to Table" by Pat Brisson