

Lesson I – Introduction

Day 1 – Wheat from Field to Table

Day 2 – Dramatization – *The Little Red Hen*

Goal: To introduce the importance of wheat as food and the importance of wheat production to Kansas.

Objectives for Students by Grade Level:

- K-2 To recognize wheat as part of familiar foods.
- K-2 To recognize wheat in different forms.
- 1-2 To understand that wheat is important to Kansas.
- 2 To associate Kansas and wheat on a U.S. map.

Day 1 - Wheat From Field to Table (15 – 20 minutes)

Materials to pull from trunk:

- Wheat head on stem container
- Whole wheat flour container
- White flour container
- John Deere combine (1/16 scale)
- Hat for food service Worker
- *What Was It Before It Was Bread?*
- Photographs
 - #1 “Kansas No. 1 Wheat Producer”
 - #2 Combines harvesting wheat
 - #3 Children on pile of wheat
- Worksheets
 - Map of Wheat Production, “This is where we grow wheat in the United States.”
 - “Wheat in Kansas” cover for worksheet booklet

Materials supplied by teacher:

- Wheat seeds (kernels)
- Photocopies of worksheets
- Crayons

Day 1 – Wheat from Field to Table (continued)

Suggested Introduction: How a Great Wheat State Produces Food

Some of our favorite foods are made out of Kansas wheat. Every day people eat food made from Kansas wheat. Kansas farmers grow so much wheat that they can sell wheat to ship to people in many lands.

Activity:

- Photographs #1 & 2 (“Kansas, No. 1 Wheat Producer” and children on a pile of wheat).
- Find identification and discussion information on back of photographs.

Introduce the question of how wheat becomes bread.

Read *What Was It Before It Was Bread?*.

Illustrate with objects on the appropriate pages:

- p. 4 – wheat (supplied by teacher)
- p. 6 – wheat head on stem in tube in trunk
- p. 9 – John Deere combine model in trunk
- p. 14 – Containers of whole wheat and white flour (look carefully to note difference in color)
- p. 19 – hat for food service worker
- p. 25 – text mentions bread from “a wheat field far away.” Explain that in Kansas, wheat fields are seldom far away.

Photograph exercise: #3, Combines in wheat field

Day 1 – Wheat from Field to Table (continued)

Note To Teacher: Map Exercise

Locate Kansas on map of U.S.* Discuss the concept that Kansas is the major wheat growing state in comparison to other wheat producing states of the United States. Use the coloring page showing U.S. wheat production.

This coloring page and the other five included in the “Wheat in Kansas” trunk could be collected and compiled into a booklet for each child to take home at the end of the unit to share with parents. A cover for such a booklet has been included in this trunk.

Activity: Coloring page of U.S. wheat production with Kansas circled.

Optional Activity: 2nd grade – concentration game with vocabulary words. (See page 7 of this manual.)

*The source for the map used in this lesson is the U.S. Department of Agriculture, 1975. Each dot on the map represents 1,000,000 bushels.

Day 2 – Dramatization of *The Little Red Hen*

Materials to pull from trunk:

- Book and cassette tape of *The Little Red Hen*
- Worksheets
 - Puppet patterns for book characters
 - Dramatization patterns
 - coloring page “Where Does Bread Come From?”

Materials supplied by teacher:

- Cassette tape player
- Photocopies of worksheets (one per child)
- Crayons
- Craft sticks (4 per child)
- Glue or tape for attaching puppets to sticks

Day 2 – Dramatization of *The Little Red Hen* (continued)

Group activity and individual seat work with coloring pages.

Note to Teacher:

Prior to this lesson, plan activity to make puppets from the patterns provided. The puppets can be duplicated, cut out, colored, and attached to sticks for the dramatization. Have children listen to the cassette tape of *The Little Red Hen* while working on puppets. Introduce vocabulary words and use definitions as appropriate.

Suggestions for introducing the dramatization:

Wheat is one of the oldest foods in the world. People have made up stories about wheat that are fun to read. *The Little Red Hen* tells how no one wanted to help with the work of planting, harvesting, and milling the wheat, but everyone wanted to help eat the bread made from the wheat.

Assign parts and puppets. Narrate the story for one group of children while others work on coloring pages, “Where Does Bread Come From?” then change groups.

Activity: Making Puppets

Activity: Coloring pages – “Where Does Bread Come From?”

Vocabulary – Lesson I

combine	A harvesting machine that cuts, separates, and cleans grains while moving over a field. Combine is also used as a verb meaning to harvest with a combine.
flour	Finely ground meal of wheat or other grains.
grain	A seed or fruit of cereal grass.
harvest	The act or process of gathering a crop.
mill	A machine for grinding grain.
millstone	Either of two circular stones used for grinding, as in grinding grain.
plant	To put or set in the ground for growth.
seed	The grains or ripened ovules of plants.