

2nd Grade - Act. 17: Source Relay

Summary

Students will sort breakfast food items into sources: store, factory, natural world, and farm.

Main Core Tie

Social Studies - 2nd Grade

[Standard 4 Objective 1](#)

Materials

- *Pancakes, Pancakes*
by Eric Carle
- cubes (Unifix or other linking cubes)
- 2 paper lunch sacks-one labeled YES, one labeled NO
- index cards (any size)
- 4 bins or tubs
- labels for bins-"store," "factory," "natural world," "farm"
- video- *Food Doesn't Grow in the Supermarket*

Background for Teachers

Children will need to understand the difference between natural and man-made materials. They should also discuss the meaning of the word "source." For extension activity, you may use commercially produced fraction blocks, number rods, or paper fraction circles or rectangles.

Intended Learning Outcomes

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Develop social skills and ethical responsibility.
5. Understand and use basic concepts and skills.

Process Skills

Classification, data collection, form conclusions, investigation, problem solving

Instructional Procedures

Invitation to Learn

Give each child one cube. Show them the two bags labeled "YES" and "NO." Tell them that you want to know who likes pancakes and who doesn't, and that you will walk around the room and have them put their cube in the bag with the appropriate answer on it. Then empty one bag and count cubes with class, stacking them as you go. Before you empty the other bag, ask questions like, "Do you think there are more or fewer cubes in this bag?" "How many cubes do you think are in this bag? How did you figure that out?" Empty the other bag and make a stack for a concrete comparison. Ask more questions, such as "What can you tell about the two stacks?", "How many more children like pancakes than don't?"

Instructional Procedures

Read *Pancakes, Pancakes*.

. Discuss the things needed in the story to make pancakes. List them on index cards.

Ask the children what they eat for breakfast. Discuss breakfast foods and items needed at breakfast time (e.g. spoon, bowl, milk, cup). During the discussion, write the names of items on index cards. (You will need at least one card for each child.)

Lay out bins labeled “store,” “factory,” “natural world,” and “farm.”

Divide groups into equal teams and give each person an index card. Have them line up about 10 feet from the bins.

Have a relay race. The children will run to the bins, drop their card in the appropriate source bin, then run back and tag the next person on their team.

After the relay, review the contents of the bins. Have the children signal agree or disagree with thumbs up or thumbs down. Discuss all cards that don't have a consensus vote. Point out that ultimately most of our products come from farms or the natural world.

Finish with a video excerpt from Food Doesn't Grow in the Supermarket.

Extensions

Possible Extensions/Adaptations

Assign calorie amount to the items on the index cards. Have children work in teams. Divide cards equally among teams. Have children determine total calorie amount of items on their cards.

Tell the children you want to make pancakes for a class breakfast, but the only recipe you can find is for half as many pancakes as you need. Ask the class to help you fix recipe. Have children work in small groups with some kind of fraction manipulatives to solve this problem.

Recipe:

1 cup flour	1 T. sugar
1 egg	2 T. oil
3 tsp. baking powder	1/4 tsp. salt
1 cup milk	

Have children write and illustrate a step by step "How to Make Pancakes" book.

Family Connections

Parents can take children on a "family field trip" around the community pointing out goods and services to be found there. A fun way to handle this might be a visual scavenger hunt.

Assessment Plan

Art or journal activity: “Where Did My Breakfast Come From?”

Authors

[Utah LessonPlans](#)