



### Snack Stack

Kabobs should be made ahead of time and brought into the classroom ready to serve.

Have all students and staff wash their hands and make sure the surface of the table you will be using is covered or washed.

- Pass out napkins/paper plates.
- Give each student one kabob and ask them not to taste it before you tell them to.
- Ask students to identify something made from milk that is part of the kabob (cheese).
- Grapes are found in which food group? (fruit)
- What food group does the turkey or ham belong? (meat)
- Continue to review the remaining foods with its coordinating food group.
- Where did all of these foods come from? (farm)

### Follow-up

- Thank students for being good listeners and "taste-testers".
- Ask students to give a "thumbs up" if they liked the snack.
- Review the importance of farms in producing foods that make our bodies healthy.



Cool!



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8418 Excelsior Drive, Madison WI 53717



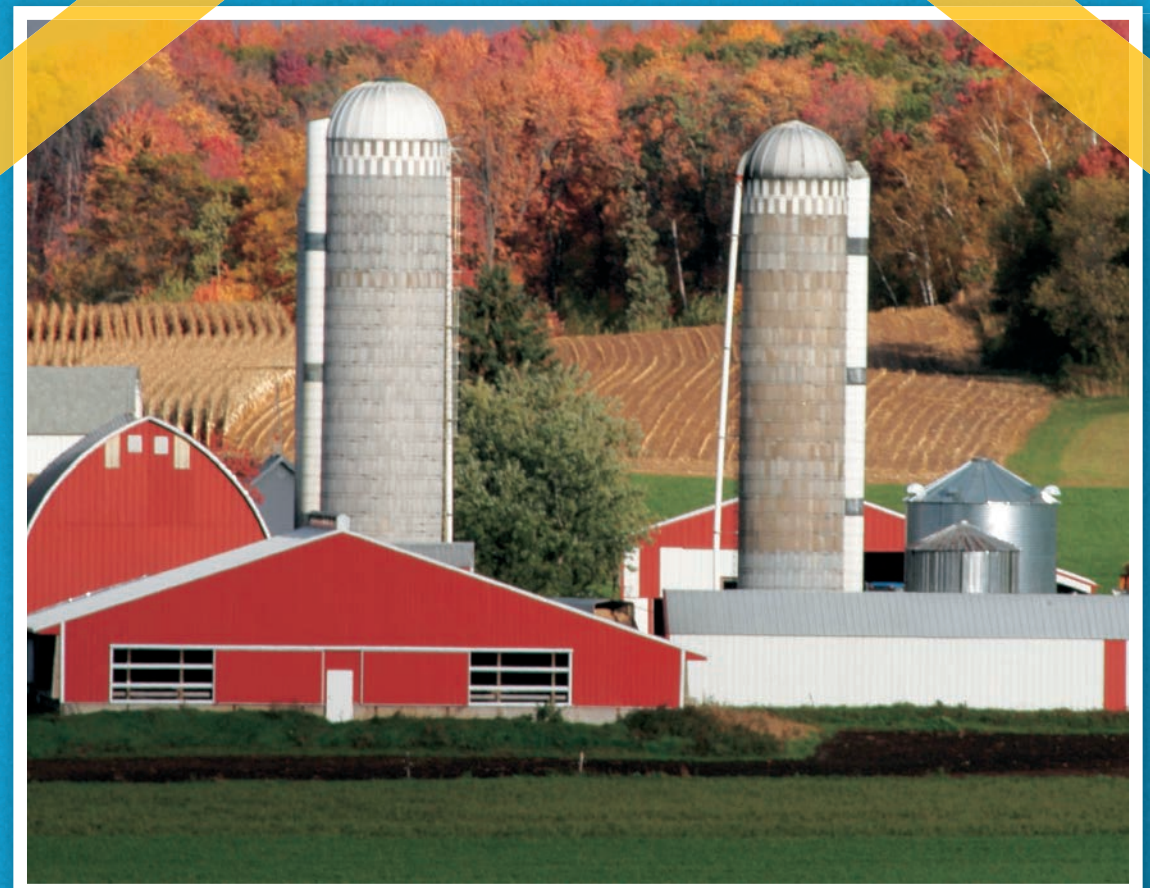
## MY FIELD TRIP TO A

## WISCONSIN

## DAIRY FARM

by Tyler Bowie

# Teacher's Guide



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# MY FIELD TRIP TO A WISCONSIN DAIRY FARM

by Tyler Bowie



## LESSON OVERVIEW

**MY FIELD TRIP TO A WISCONSIN DAIRY FARM** takes children on a virtual tour of a Wisconsin farm through the “eyes” of first grader, Tyler Bowie and his journal notes of his field trip to the farm.

Students will visually experience and learn a variety of ways in which foods from the five food groups are produced, the parts of the foods that we eat, and how foods produced on a farm make our bodies healthy.



## MY FIELD TRIP TO A WISCONSIN DAIRY FARM LESSON

Explain to the students that farms are communities where people live and work to provide us with the foods we eat.

Ask students the following:

- Raise their hands if they have been on a farm.
- Describe something found on a farm. (animals, plants, buildings, machinery)
- Give an example of a food in a specific group that you name. (Ex: Dairy-milk, Fruit-apple)
- Where do all of your favorite Wisconsin dairy products start? (on the farm)
- How many times a day should we have dairy? (2-3)
- Name foods made from milk.

Show the book, **MY FIELD TRIP TO A WISCONSIN DAIRY FARM** by Tyler Bowie and share with the students that you are going to read the book about a first grader named Tyler that goes on a field trip to a Wisconsin Dairy farm. Explain to the students that Tyler writes about things that he sees and learns about during his visit to the farm in his journal.



## Objective

Students will be able to:

- Understand that a farm is a community
- Explain how work done on a farm is based on the seasons (spring: planting/summer: growing/fall: harvesting/winter: land rests, machinery repaired)
- Identify food origins (types of plants: vine, root, tree and animals)(milk comes from a cow, eggs come from a chicken)
- Categorize foods by food groups

## Materials and Advance Preparation

- Online Book: **MY FIELD TRIP TO A WISCONSIN DAIRY FARM** by Tyler Bowie
- Review Teacher Guide prior to presenting lesson
- Prepare food and materials for Snack Stacks
- Suggest teachers show our “**We are America’s Dairyland**” videos – **Care of Cows** and **Cows Make Milk** prior to reading the book. Videos are located on our website at <https://www.wisconsinmilk.com/Youth-and-Schools/Dairy-Education>



## Snack Stacks (for 25 students)

**Note: Clean or cover table surface**

You should assemble the Snack Stacks Kabobs ahead of time. (Use foods mentioned/pictured in the book)

- 25+ coffee stirrers (wooden with rounded ends)
- 25 + small paper plates
- 25 napkins
- 25 grapes cut in half or strawberries
- 25 cubes of cheese (buy cheese sticks and cut into uniform pieces and be sure product is labeled Wisconsin)
- 25 cherry or grape tomatoes cut in half or slices of cucumbers
- 25 triangles of whole grain Pita bread
- 25 ham or turkey cubes (only use foods mentioned in book)



- P. 2- Point out Tyler’s drawing of a barn and silos and ask students the purpose of a barn and silo.
- P. 3-Ask students to identify the food in the grocery bag.
- P. 5- Make sure students understand what the word “harvest” means.
- P. 6 & 7- Use pictures as context clues to understand vines, and that vegetables that grow underground are “root” vegetables. You can also use these pages to talk about how we eat different parts of the plant.
- P. 8- Discuss the fact that we grow three types of corn in Wisconsin: Field corn for animals, sweet corn for people and popcorn.
- P. 11- Ask students to name a food made from wheat (bread, cereal, pasta).
- P. 12- Livestock are animals that are used for food or fiber.
- P. 14- Ask students where chocolate milk comes from.
- P. 15- Explain cows have to have had a calf before giving milk, are milked 2-3 times a day, they like to be milked.
- P. 17- Review foods on the plate, food group and what each group does for their bodies. Stress the importance of eating from all of the food groups to be healthy.