



## FOLLOWING FOOD FROM FARM TO FORK

### My Life as a Fruit or Vegetable

1. Explain to students that the goal of this activity is to write a fictional, creative story about life as a fruit or vegetable from the farm to the table.
2. Brainstorm with the class a list of questions that students will need to answer as they write their story about the production and development of a specific produce item. Questions might include: How am I planted? Where am I grown and why? How am I harvested? How am I transported? What good things (nutrients) can I offer? How am I prepared/cooked?
3. Ask each student to select a different fruit or vegetable that will be the main character or theme of their story.
4. Instruct students to use the county statistical data from CDEA, the list of questions brainstormed by the class and other resources to create a rough draft. The story should be written in first person narrative, with the fruit or vegetable telling the story.
5. Instruct students to edit each other's work. Students can be assessed on the editing as well as the writing part of the lesson.
6. Have students write final drafts of their stories. The final versions can also include illustrations, a title page and publisher and copyright information. Use this assignment when school starts and submit the top five stories from your class to the *Imagine this...* Story Writing Contest. Visit [www.cfaifc.org](http://www.cfaifc.org) for contest details.

#### Materials:

- County statistical data from CDEA [www.cdifa.ca.gov/statistics.html](http://www.cdifa.ca.gov/statistics.html)
- Fresh produce resources: books, magazines, articles and encyclopedias
- California Produces map [www.cfaifc.org/caproduces](http://www.cfaifc.org/caproduces)
- Writing paper
- Pens or pencils
- Blank paper for illustrations
- Butcher or chart paper
- Commodity fact and activity sheets [www.cfaifc.org/factsheets](http://www.cfaifc.org/factsheets)

#### Vocabulary:

**CDEA:** the California Department of Food and Agriculture is responsible for ensuring the state's food safety, the protection of the state's agriculture from invasive species, and promoting the California agricultural industry.

**Commodity:** article of trade or commerce, especially an agricultural product that can be processed and resold.

**First person:** literary style in which the narrator recounts his or her own experiences or impressions.

#### Objective:

Enhance your students' writing skills while they learn about the production and distribution of California produce. The writing process will include brainstorming, writing rough drafts, peer editing, and illustrating.

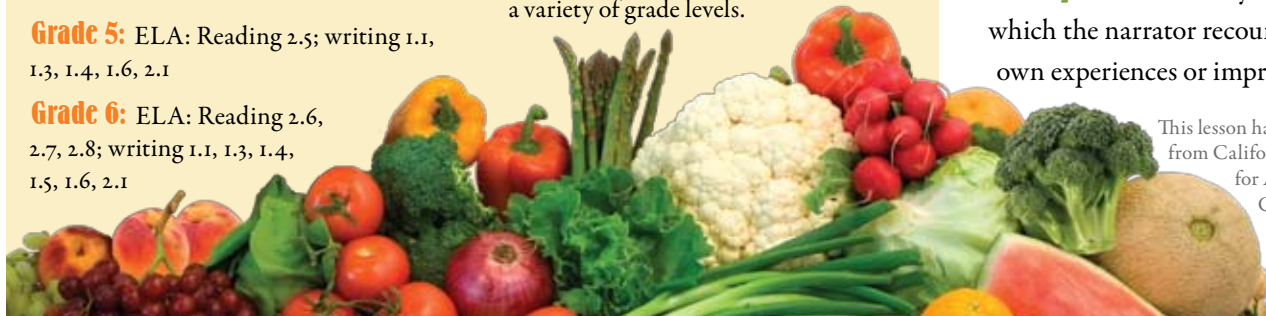
#### California State Board of Education Content Standards

**Grade 4:** ELA: Reading 2.2, 2.5; writing 1.0, 2.1

**Grade 5:** ELA: Reading 2.5; writing 1.1, 1.3, 1.4, 1.6, 2.1

**Grade 6:** ELA: Reading 2.6, 2.7, 2.8; writing 1.1, 1.3, 1.4, 1.5, 1.6, 2.1

This lesson can be easily adapted to meet the educational standards for a variety of grade levels.



This lesson has been adapted from California Foundation for Agriculture in the Classroom curriculum. For additional educational resources, visit [www.cfaifc.org](http://www.cfaifc.org).