

SPECIAL ED

FOOD PRODUCTION

FOR HIGH SCHOOL



ALSO INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

Food Production Unit

By
Christa Joy
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint (**this is the book in the lesson plan**)
- Voice recorded PowerPoint
- Activities in black and white

This unit contains almost 200 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Food Production Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and one for the teacher to use in I Spy games
- Bingo cards
 - This unit comes with a set of Bingo cards.
 - They are in color and B/W
 - Print on cardstock and laminate.
 - Suggestions for use included in unit.

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	8	<ul style="list-style-type: none">• Book• Vocab cards activity• Writing prompt
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	9	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Sudoku puzzle
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	10	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Word search
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Cause and effect activity	11	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Cause and effect activity	12	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
6	<ul style="list-style-type: none">• Book• Vocab cards activity• Sequencing activity	13	<ul style="list-style-type: none">• Assessment
7	<ul style="list-style-type: none">• Book• Vocab cards activity• Decreasing foodprint		

The lesson plans contain:

A quick look at what you will do each day

Day 5

Activity	Notes	Materials
Read or listen to a recording of the book: <i>Food Supply Chain</i> (15 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards Scavenger Hunt (10 minutes)	<ul style="list-style-type: none">• Place one set of the vocabulary cards around the room before lesson<ul style="list-style-type: none">◦ Students walk around and find them, bring them back and matching them to their own set of cards	<ul style="list-style-type: none">• Vocabulary cards (extra sets)•
Sequencing effects activity review (5 minutes)	<ul style="list-style-type: none">• Review the worksheets completed yesterday	<ul style="list-style-type: none">• Worksheets completed yesterday
Circle Map (10 minutes)	<ul style="list-style-type: none">• Do the circle map which is a general overview of types of farming• Choose the best version (errorless or not) depending on the learning level of your students• Students cut out symbols and place in circle map• Make connections to the book as necessary	<ul style="list-style-type: none">• Circle map• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their worksheets with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheets• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



There are several ways farmers can grow food and raise animals. Long ago, it was almost all **subsistence farming**. The farmer grew only enough to feed his family and livestock.



So, are there ways to grow the food we r without destroying the land at the same Farmers are trying to figure that out.



There are two books with this unit using simple text and photos. This one is an overview of the food production process and types of farming.

Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)

Processing food can look very different depending on what exactly the food is. It may be grinding it, cooking it, fermenting it, or even killing it.



For example, it can take almost 30 days from the time a banana is picked before it shows up in the grocery store.



This one addresses the food supply chain.

Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)

industrial farming

Large scale production of crops and livestock.



subsistence farming

Growing just enough food for yourself, family, and livestock.



intensive farming

Using large amounts of land, resources, and machinery to grow food.



sustainability

Meeting the needs of the present while still being able to meet the needs in the future.



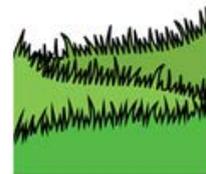
integrated farming

When farmers utilize local resources (especially waste products) to grow and maintain their crops.



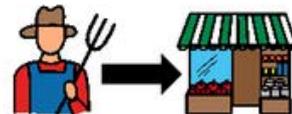
cover crops

Crops grown to put nutrients back in the soil and displace the weeds.



food supply chain

How the food gets from the farmer to your grocery store.



producers

Crop farmers, animal farmers and food manufactures that produce raw material for food.

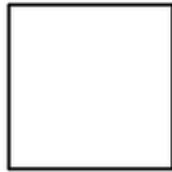


There are 18 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

monoculture

Only growing one type of crop.



biodiversity

Having a variety of plants and animals in an area.

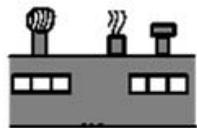


superweed

Weed that cannot be killed by normal herbicides.



processing

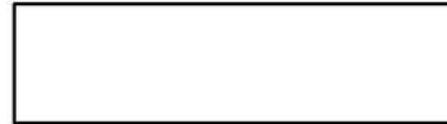


organic farming

Farming that uses natural products like compost to fertilize their crops rather than chemicals.



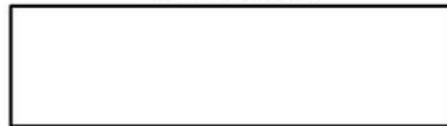
pasteurized



distribution



food mile



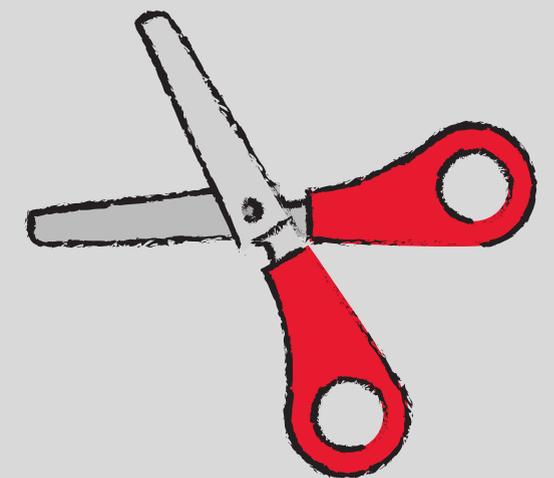
part and match pictures with definition.



match definition with pictures.

enough food for yourself, and livestock.	Weed that cannot be killed by herbicides.
utilize local resources (waste products) to grow and maintain their crops.	Milk that is processed to remove harmful bacteria.
variety of plants and animals in an area.	Large scale production of crops and livestock.
growing one type of crop.	How far the food travels from the processor to the store. Takes into consideration how the food is moved.
the impact the food makes by measuring the food miles.	Getting the food safe and ready to eat.

On days 9 & 10 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).



Bingo cards



- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards to use as the calling cards.
- Options:
 - Show students the picture for them to match
 - Read the definition and see if students can find the matching picture
 - Work as teams
 - Vary the "winning" patterns.
 - Cover all
 - Cover corners
 - Row across or down
 - Cover the edges
 - Vary the ways to mark the card
 - Place in page protector or laminate and use dry erase marker
 - Stickers
 - Post-it notes
 - Dot markers

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 biodiversity	 sustainability	 food supply chain	 industrial farming
 consumer	 superweed	 subsistence farming	 cover crops
 food mile	 integrated farming	 producers	 organic farming
 distribution	 processing	 monoculture	 intensive farming

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Also included in this unit are 10 BINGO cards (in color and BW) to practice the vocabulary. There are suggestions for various ways to use them.



Errorless version

Place the pictures in the circle map on previous page about types of farming.

industrial farming	subsistence farming	intensive farming	monoculture	superweed
organic farming	integrated farming	cover crops	pesticides	fertilizer

Place the pictures in the circle map on previous page **ONLY IF** you think it relates to types of farming.

industrial farming	plastic	intensive farming	monoculture	magazine
organic farming	integrated farming	cover crops	outer space	fertilizer
moon	subsistence farming	dog	pesticides	superweed

There is are 2 circle maps in this unit. This one is on farming.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

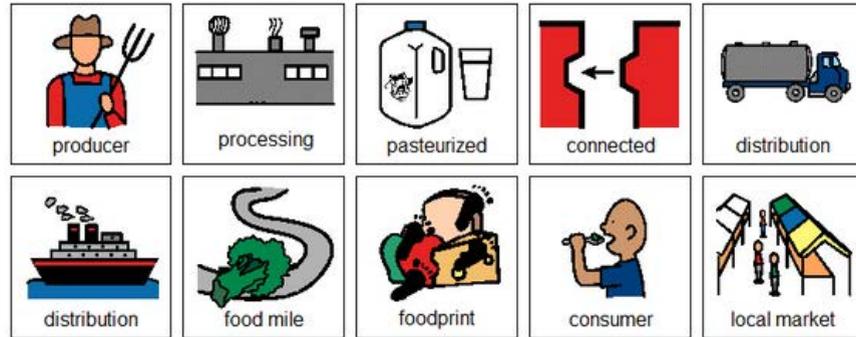
- One is errorless
- One has wrong answers mixed in students will have to set aside



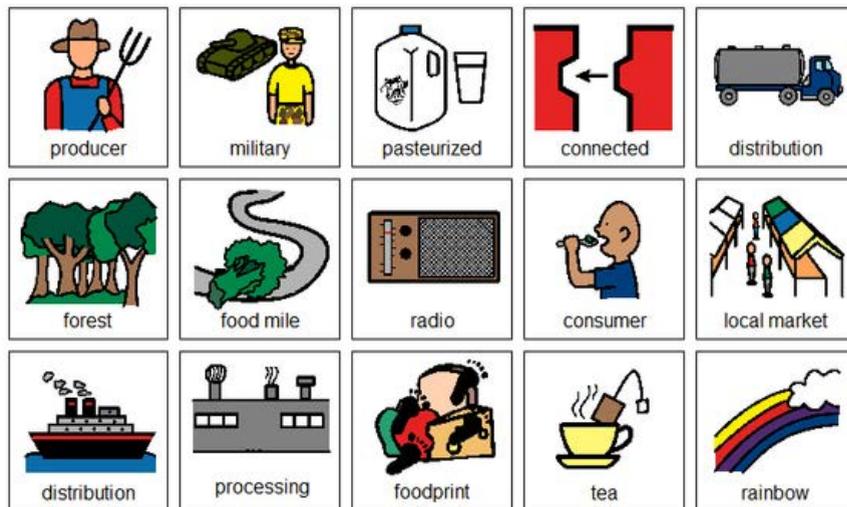
ChristoJoy, Special Kids
The P... Communication Symbols... 2019 by... Dynavox. All Rights Re...
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Errorless version

Place the pictures in the circle map on previous page about the food supply chain.



Place the pictures in the circle map on previous page **ONLY IF** you think it relates to the food supply chain.



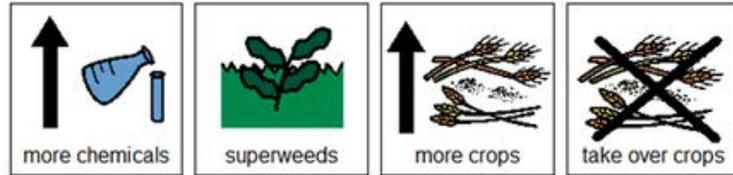
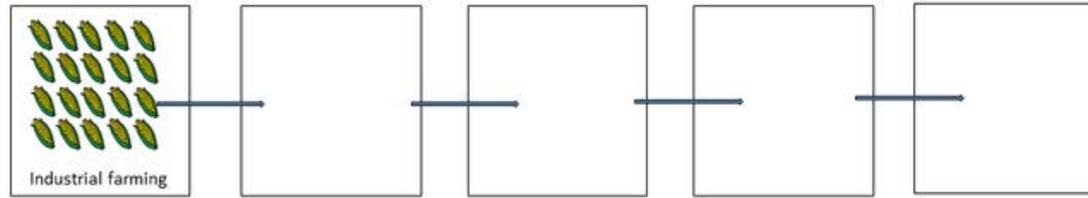
This circle map is specifically on the food supply chain.



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Sequence the effects of industrial farming

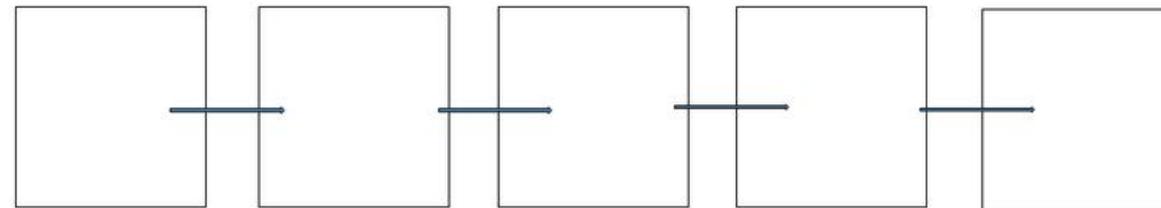
1



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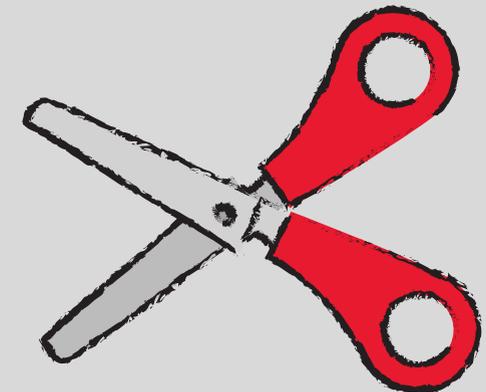
Supply chain

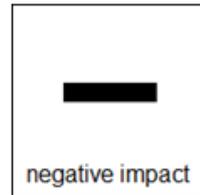
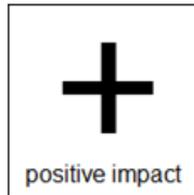
1



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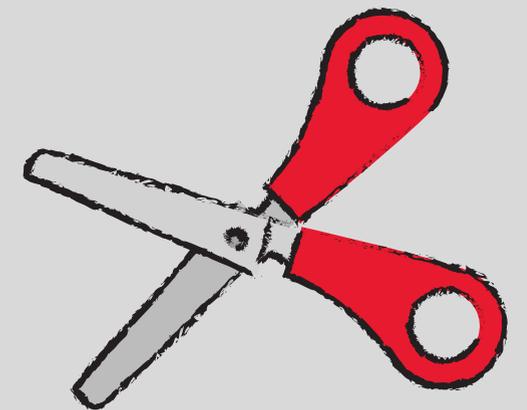
There are several sequencing activities. 4 of them are on effects of farming and one is on the food supply chain.



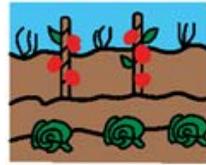


 industrial farming	 subsistence farming	 pasteurization	 intensive farming	 distribution
 biodiversity	 food mile	 superweeds	 organic farming	 local market
 pesticides	 monoculture	 fertilizers	 integrated farming	 cover crops
 pollinators	 flowering plants	 eating leftovers	 wasting food	 sustainability

There is a sorting activity where students sort the positive and negative impacts of different types of farming.



Planting a Garden



Spring is the perfect time to plant

I like to plant

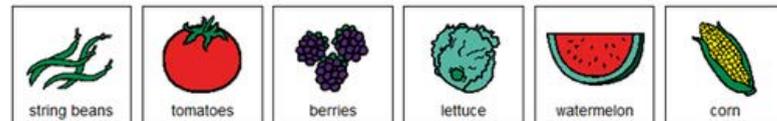
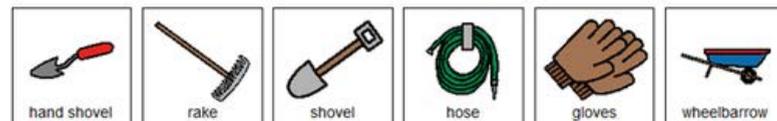
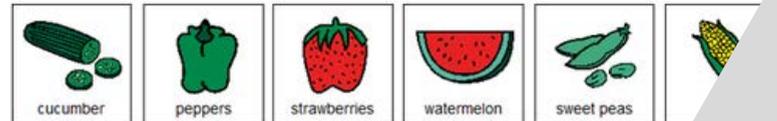
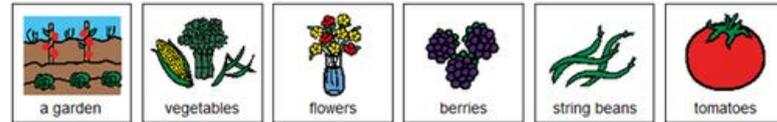
You also have to remember to



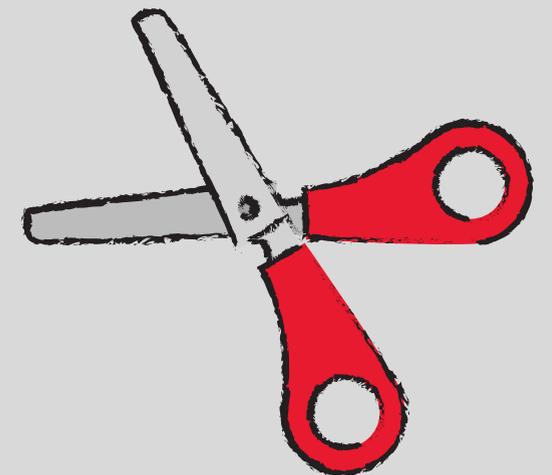
Some of the tools I use are

In the summer, I hope to eat

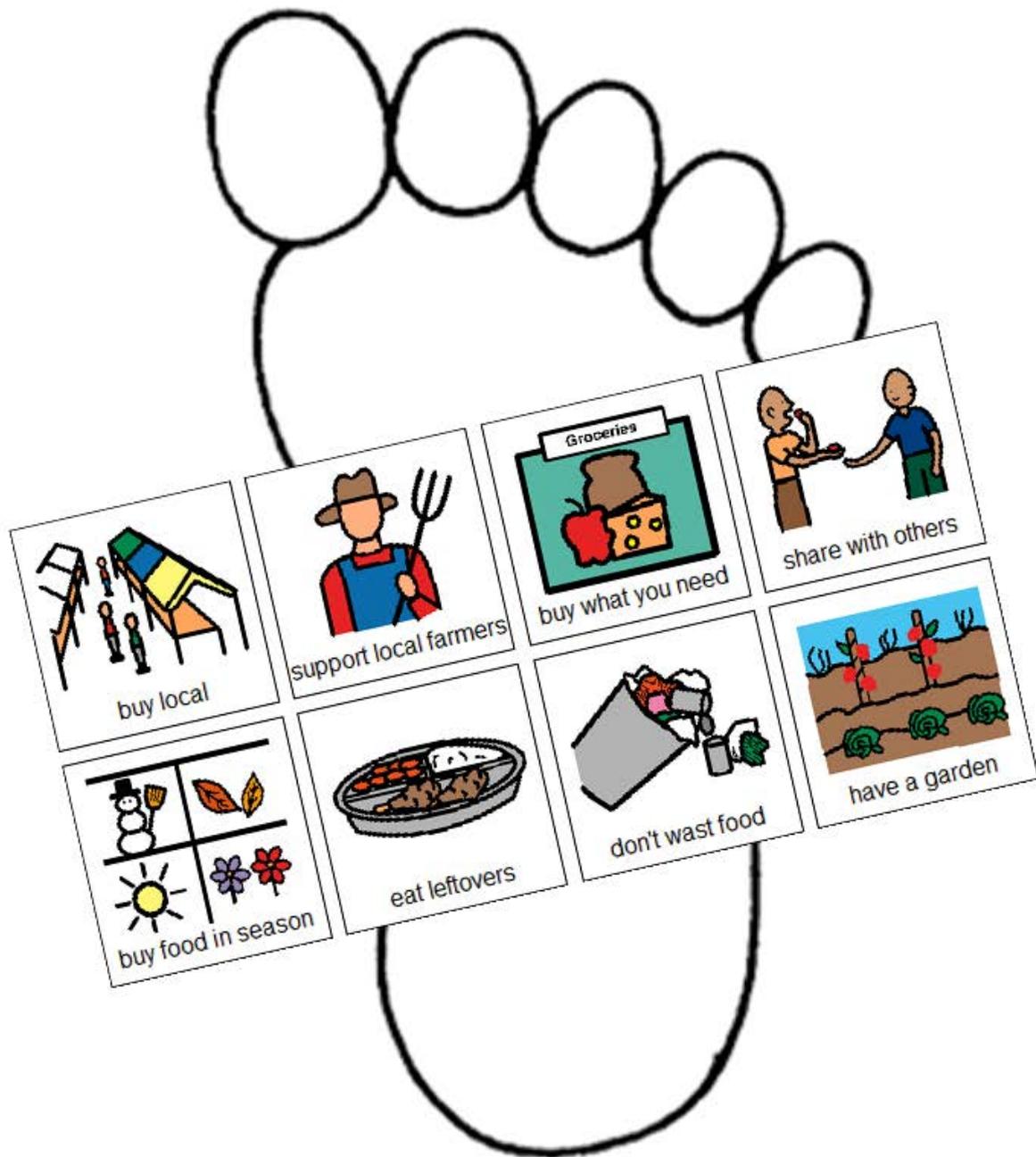
from my garden.



There is a writing prompt where students write a story about planting their own garden.



How I can reduce my foodprint



There is an activity where students can create a collage on ways to decrease your foodprint.

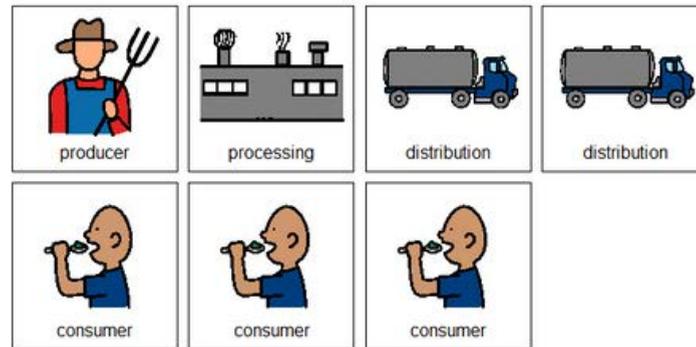
This is an errorless activity.



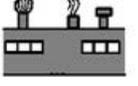
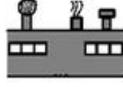
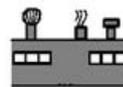
Food Production

	 intensive		 monoculture		 organic
	 organic		 producer	 intensive	
 integrated	 food mile	 intensive	 organic		
	 monoculture	 producer	 integrated	 food mile	
 intensive		 organic	 food mile	 monoculture	
 food mile					

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

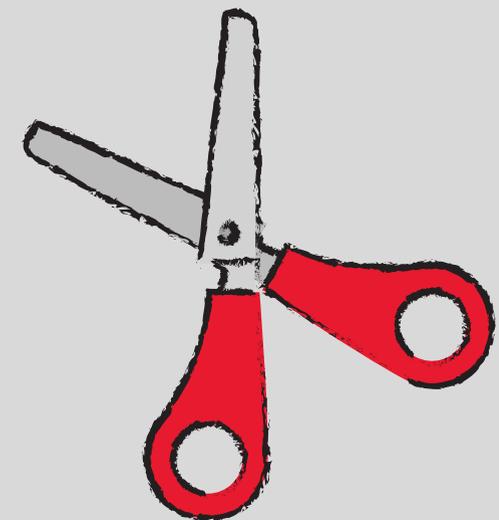


Food Supply Chain

 distribution		 producer	 consumer
	 producer	 processing	 distribution
			 processing
 processing			 producer

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



Food Production

F A I N T E N S I V E C O Y R
O P M X E O R G A N I C Q M V
O R Q E M I N T E G R A T E D
D O S U P E R W E E D T I Z L
P D S U B S I S T E N C E G J
R U E C E F U N D N N G D Z Q
I C D I S T R I B U T I O N G
N E X L C I N D U S T R I A L
T R G K C O V E R C R O P S V
P A S T E U R I Z A T I O N W
Q X W U U F A R M I N G J Y R
G Y F B M O N O C U L T U R E
Q B N C I V D F O O D M I L E
C V L L P R O C E S S I N G F
A B G V R J C O N S U M E R L

pasteurization	distribution	monoculture	subsistence
industrial	integrated	processing	foodprint
superweed	producer	cover crops	intensive
food mile	organic	consumer	farming



Food Production

F A I N T E N S I V E C O Y R
O P M X E O R G A N I C Q M V
O R Q E M I N T E G R A T E D
D O S U P E R W E E D T I Z L
P D S U B S I S T E N C E G J
R U E C E F U N D N N G D Z Q
I C D I S T R I B U T I O N G
N E X L C I N D U S T R I A L
T R G K C O V E R C R O P S V
P A S T E U R I Z A T I O N W
Q X W U U F A R M I N G J Y R
G Y F B M O N O C U L T U R E
Q B N C I V D F O O D M I L E
C V L L P R O C E S S I N G F
A B G V R J C O N S U M E R L

pasteurization	distribution	monoculture	subsistence
industrial	integrated	processing	foodprint
superweed	producer	cover crops	intensive
food mile	organic	consumer	farming

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



Food Production

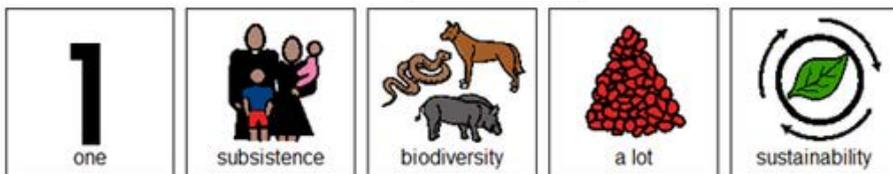
1. Industrial farming allows more food to be produced than ever before.

2. is when the farmer produces enough for his family and livestock.

3. Most intensive farming uses monoculture or only growing type of crop.

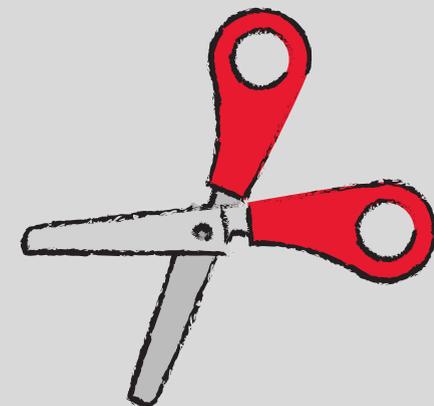
4. Monoculture leads to a decrease in the of an area.

5. Biodiversity is important for .



Close worksheets are a great informal assessment. There are two worksheets that cover food production and farming.

Answer key included.



Food Supply Chain

1. The food supply chain is how food gets from the the consumer.

to

2. Most food is grown by farmers. Some is created in a

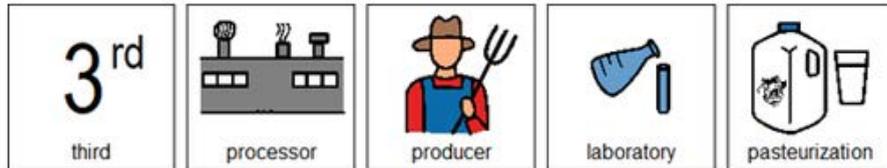
3. Getting the food ready to go to the

is the second step.

4. is an example of a processing process.

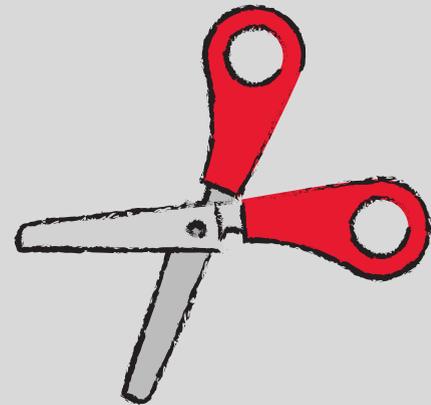
5. Processing the food is the

step in the food supply chain.

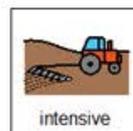
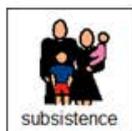


Close worksheets are a great informal assessment. There are two worksheets that cover the food supply chain.

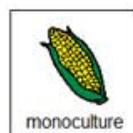
Answer key included.



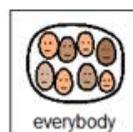
1. This type of farming grows food at a large-scale using machinery and chemicals.



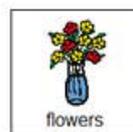
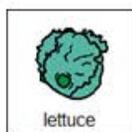
2. What is it called when only one type of crop is grown in a large area.



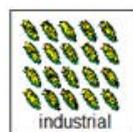
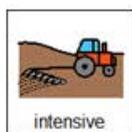
3. Subsistence farming means the farmer makes enough food for whom?



4. Overuse of herbicides has led to the development of:



5. This type of farming does not use chemicals like pesticides and fertilizers.

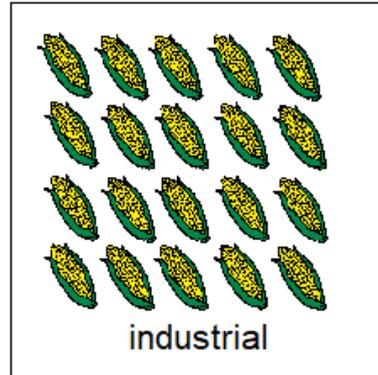
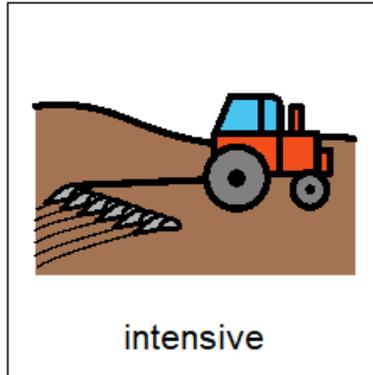


FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

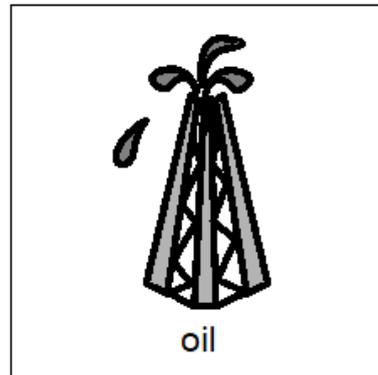
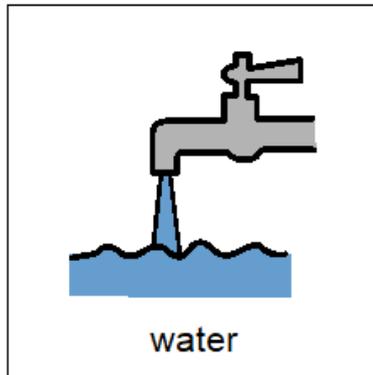
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



Q 6



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

6. Integrated farming uses what in place of chemicals and fertilizers?
 - A. Water
 - B. Oil
 - C. Other waste
7. What is the first step in the food supply chain?
 - A. Consumer
 - B. Producer
 - C. distribution
8. Which step in the food supply chain is the longest?
 - A. Distribution
 - B. Processing
 - C. Handling
9. What is used to determine a food's impact on the environment?
 - A. Taste
 - B. Color
 - C. Food mile
10. True or False. Industrial farming is good for sustainability.
 - A. True
 - B. False
 - C. I don't know

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Watch the movie on Food Production and Farming



So, are there ways to grow the food we need without destroying the land at the same time? Farmers are trying to figure that out.



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This unit also includes digital versions of the activities.

Watch the movie on the Food Supply Chain



This is why buying local food can be so helpful to the environment. It has such a small (if any) footprint. The more you can support and buy from local farmers, the better it is for the planet.



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Students can watch a movie book version of the books rather than printing them out.

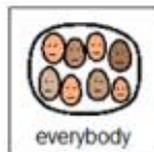
1. This type of farming grows food at a large-scale using machinery and chemicals.



2. What is it called when only one type of crop is grown in a large area.



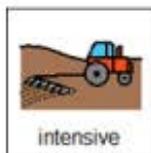
3. Subsistence farming means the farmer makes enough food for whom?



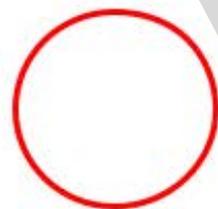
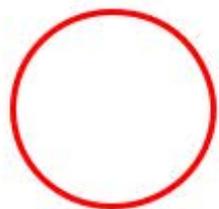
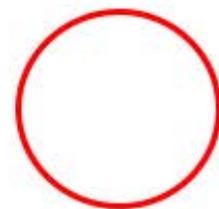
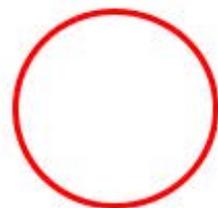
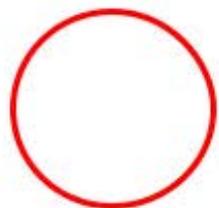
4. Overuse of herbicides has led to the development of:



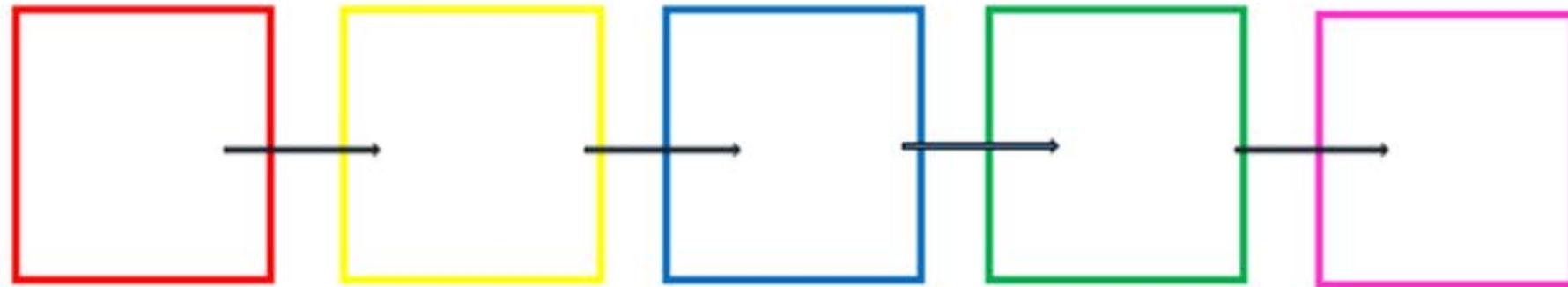
5. This type of farming does not use chemicals like pesticides and fertilizers.



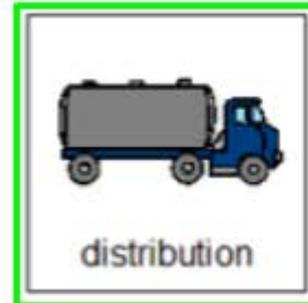
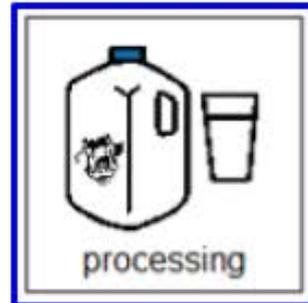
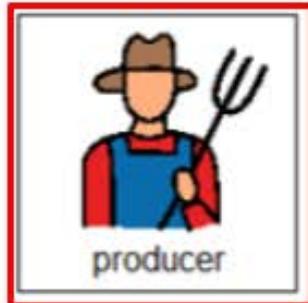
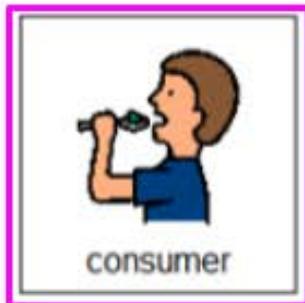
Circle the correct answer.



Each activity is set up so students can click and drag answers. No typing is required.



Sequence the steps of the supply chain.



The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

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This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- **13 days of lesson plans**
- **Food Production activities in color**
- **Food Production activities in black and white**
- **Voice-recorded PowerPoint show**
- **Food Production book (PowerPoint) to use with activities**
- **Food Supply Chain book (PowerPoint) to use with activities**
- **Links and directions to digital activities**