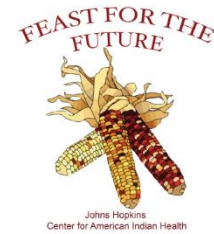


Edible School Garden Program: Curriculum Overview Chart



GRADE 3, FALL LESSONS



Updated 5/24/16

Lesson Number and Title	Learning Objectives	Lesson Activities	Workbook Pages	Teacher Resources	Materials and Preparation
1 Introduction to the Edible School Garden Program	<p>Clearly explain the rules of the garden classroom.</p> <p>Describe the plant food preferences of the class by completing a food preference study.</p> <p>Sample plant food snacks.</p> <p>Describe some ways in which people use plants.</p>	<p>Food Preference Study</p> <p>Garden Tour and Rules</p> <p>Edible School Garden Scavenger Hunt (optional)</p>	<p>Food Preference Study</p>	<p>Full Value Commitment</p> <p>Safety Briefings</p> <p>Edible School Garden Scavenger Hunt Item List (optional)</p>	<ul style="list-style-type: none"> • 2 sheets of 22" x 28" white poster boards <ul style="list-style-type: none"> ○ Title one board "Garden Rules" and title the other "Food Preference Study" ○ Hang poster boards in a visible space in the classroom • Markers for writing garden rules on the poster boards • Pins or tape for hanging up the poster boards • Fruits and vegetables for the plant snack food preference study; washed and chopped into snack sized pieces <ul style="list-style-type: none"> ○ You will need at least 4 different varieties of fruits and vegetables (i.e. carrots, broccoli, radishes, apples, tomatoes, celery) ○ Each student receives a total of 4 pieces; 1 piece of each variety • Napkins; at least 1 per student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student
2 What is a Plant?	<p>Identify the 6 parts of a plant.</p> <p>Describe the purpose of each plant part.</p> <p>Be introduced to traditional names and traditional uses for plant parts.</p>	<p>Edible Art</p> <p>Plant Part Song</p> <p>Plant Part Hunt (optional)</p>	<p>Taste Test Observations</p> <p>Parts of a Plant</p>	<p>Plant Parts Song Lyrics</p> <p>Plant Parts Song MP3</p>	<ul style="list-style-type: none"> • 2 harvested plants from the garden, with roots and other parts intact • Parts of a Plant snacks; each student needs 2 baby carrots, 1 celery stalk, 2 lettuce leaves, 1 broccoli floret, 1 apple slice, 1 unshelled nut • Wax paper; 1 piece for each student • Napkins • Computer with speakers or other device to play MP3 file

					<ul style="list-style-type: none"> • 🗣️ Invite an Elder to join the class and introduce the traditional names of plant parts and some traditional uses of plant parts • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student *If you do not do the Edible Art activity, prepare vegetable snack of the week – 1 for each student
3 Insects and the Garden	<p>Identify and define the different body parts of an insect.</p> <p>Be introduced to different insect’s roles in the garden and how unique adaptations help insects survive.</p>	<p>Insect Parts</p> <p>Create an Insect</p> <p>Outside Insect Discovery</p>	<p>Taste Test Observations</p> <p>Insect Parts</p> <p>Beneficial Insects</p> <p>Create an Insect</p>	None	<ul style="list-style-type: none"> • Scissors • Large package of multicolored pipe cleaners; 3-5 pipe cleaners per student • Craft supplies (pom pom balls, eyes, sequins, etc.) • 5 bottles of Elmer’s type school glue • Optional: Prepare 1 example of a pipe cleaner insect to show the class • Prepared vegetable snack of the week – 1 for each student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student
4 Seed Exploration	<p>Recognize different types of seeds.</p> <p>Identify at least 2 ways that seeds travel.</p> <p>Be introduced to local seeds and traditional uses for seeds.</p> <p>Describe the purpose of seed saving.</p>	Seed Collecting	<p>Taste Test Observations</p> <p>Traveling Seeds</p>	None	<ul style="list-style-type: none"> • 2 apples; quartered with seeds visible • 2 tomatoes; quartered with seeds visible • 2 peapods; seeds visible • Paper lunch bags; 1 for every 3 students • White paper; 1 piece for every 3 students • Magnifying glasses; 1 for every 3 students • Egg cartons (empty) or other sorting container; with 6 compartments for every 3 students • Local seeds for students to take home (if possible) • Small envelopes; 1 per student, to take seeds home • Make sure there are seeds available in the garden for students to find; leave some peas, corn, tomatoes and other plants out to go to seed until this lesson is taught

					<ul style="list-style-type: none"> •  Invite an Elder to join the class to discuss local seeds, traditional uses for seeds and the reasons for seed saving • Prepared vegetable snack of the week – 1 for each student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student
5 Plant Parts - Roots	<p>Identify the roots on a plant.</p> <p>Describe the purpose of the roots.</p> <p>Learn how to make observations and predictions.</p> <p>Taste root vegetables.</p>	<p>Root Discovery</p> <p>Root Tasting</p> <p>Sweet Potato Experiment (optional)</p> <p>Roots in the Garden (optional)</p>	<p>Taste Test</p> <p>Observations</p> <p>Parts of a Plant (from lesson 2)</p> <p>Root Discovery</p> <p>Sweet Potato Experiment (optional)</p>	Plant Parts Song MP3	<ul style="list-style-type: none"> • A garden plant with roots showing • Radishes, 1 for every 2 students • Plastic knives, 1 for every 2 students • Magnifying glasses, 1 for every 2 students • Crayons • Root vegetables for tasting (suggestions: carrots, parsnips, potatoes, radishes, beets, turnips, ginger) • Sweet potato (for optional activity) • Mason jar with water (for optional activity) • 8-10 toothpicks (for optional activity) • Computer or other device to play MP3 • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student *If you do not do the Root Tasting activity, prepare vegetable snack of the week – 1 for each student
6 Preserving The Harvest	Understand why and how foods were traditionally preserved for winter.	<p>Corn Husk Dolls or</p> <p>Sun-Dried Tomatoes or</p> <p>Dried Fruit or</p> <p>Pumpkin Seeds or</p> <p>Other Tribal Elder Activity</p>	<p>Taste Test</p> <p>Observations</p>	<p>Corn Husk Dolls</p> <p>Sun-Dried Tomatoes</p> <p>Dried Fruit</p> <p>Pumpkin Seed Harvest and Roast</p>	<ul style="list-style-type: none"> • Materials for the chosen activity (corn husk dolls, sun-dried tomatoes, dried fruit or pumpkin seeds) – these are listed on the teacher resource pages •  Invite an Elder to speak about preserving the harvest in a traditional way • Prepared vegetable snack of the week – 1 for each student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

<p>7 Introducing the 5 Fabulous Food Groups</p>	<p>Identify the 5 basic food groups in MyPlate and list examples of each.</p>	<p>Five Fabulous Food Groups Organizing Food Groups</p>	<p>Taste Test Observations Five Fabulous Food Groups Organizing the Five Fabulous Food Groups</p>	<p>MyPlate My Native Plate Food Card Pictures</p>	<ul style="list-style-type: none"> • Crayons; at least 1 per student • Tape for posting food cards on the white board • Prepared vegetable snack of the week – 1 for each student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student
<p>8 Building Balanced Meals</p>	<p>Plan a simple, balanced meal or snack containing all 5 food groups. Understand how each food group supports health. Learn the relative proportions of each food group to include in a meal (how much of the plate each group should occupy).</p>	<p>Let's Build a Meal! Color in MyPlate</p>	<p>Taste Test Observations Color in MyPlate</p>	<p>Native Food Cards</p>	<ul style="list-style-type: none"> • Crayons; at least 5 different colors for each student • Prepared vegetable snack of the week – 1 for each student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student
<p>9 Estimating Serving Sizes</p>	<p>Identify and measure appropriate serving sizes from the food groups. Learn ways to measure serving sizes using hands.</p>	<p>The More or Less Portion Game</p>	<p>Taste Test Observations The More or Less Portion Game</p>	<p>MyPlate My Native Plate</p>	<ul style="list-style-type: none"> • 1 cup of cut up fruit, in a glass or clear bowl • 1 whole apple or orange • 1 bag of baby carrots • 1 cereal bowl that holds at least 2-3 cups of cereal • 1 box of ready-to-eat cereal that lists 1 cup as a serving size • 1-cup measuring cup • ½-cup measuring cup • 1 - 8 ounce glass, 1 - 12 ounce glass, and 1 - 16 ounce glass. • 1 cup (8 ounces) of milk • Prepared vegetable snack of the week – 1 for each student • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

<p>10 Companion Planting and Traditional Cooking</p>	<p>Define the concept of companion planting.</p> <p>Become familiar with the Three Sisters traditional story.</p> <p>Understand the importance of cooking traditional foods from the garden and connect with a Tribal Elder.</p>	<p>The Three Sisters</p> <p>Cooking Traditional Foods</p>	<p>Taste Test</p> <p>Observations</p> <p>The Three Sisters</p>	<p>None</p>	<ul style="list-style-type: none"> • Spoons (disposable), at least 1 per student • Bowls (disposable), at least 1 per student • Paper towels or napkins, at least 1 per student • Equipment and ingredients as per the recipe that will be used for the cooking demonstration (see the suggested recipes and the materials needed at the end of the lesson plan) • 🗣️ Invite an Elder as a guest presenter for this lesson to lead the cooking demonstration • Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student <p>*If you do not do the Cooking Traditional Foods activity, prepare vegetable snack of the week – 1 for each student</p>
<p>FLOATER LESSON: Starter Plants</p>	<p>Learn how to plant seeds using seed packet information.</p> <p>Learn why it is important to plant starter plants.</p> <p>Prepare starter plants in trays.</p>	<p>Reading Seed Packets</p> <p>Starter Plant Trays</p>	<p>None</p>	<p>None</p>	<ul style="list-style-type: none"> • Seed packets (1 per student or pair) • Popsicle sticks • Markers • Shovels • Watering cans • Starter trays (find these at any greenhouse store, or online) • Composted soil
<p>FLOATER LESSON: Garden-to-Market Sales Activity</p>	<p>Learn how to calculate which garden-related items can be purchased using the proceeds that were made from the garden-to-market sales.</p>	<p>Garden-to-Market Sales Activity</p>	<p>None</p>	<p>Garden-to-Market Sales Teacher Handout</p> <p>*Revise items if they are not available to you and/or item cost if the cost is different in your area.</p>	<ul style="list-style-type: none"> • Pictures of harvested vegetables/fruit • Pictures of the market where the harvest was sold • Computer • Projector
<p>FLOATER LESSON: Lasagna Beds</p>	<p>Learn what lasagna beds are and why they are used.</p>	<p>Building Lasagna Beds</p>	<p>None</p>	<p>None</p>	<p>Please note: quantity of lasagna bed materials will depend on how large the bed is</p> <ul style="list-style-type: none"> • Cardboard • Shredded paper

	Learn how to prepare a lasagna bed.				<ul style="list-style-type: none"> • Saw dust (go to your local wood shop and they can fill bags) • Coffee or espresso grounds (go to your local coffee shop and ask for old grounds) • Scraps of vegetable and fruit trimmings • Fish meal/emulsion • Grass trimmings • Wood chips • Peat moss • Manure • Leaves • Straw • Composted soil • Watering cans • Shovels <ul style="list-style-type: none"> ○ Prior to class, review Building Lasagna Beds in the Reference Manual
FLOATER LESSON: What is a Weed?	Explore where and why weeds grow. Learn how to identify weeds.	Weed Quiz Identifying Weeds Weeding in the garden (optional)	None	None	<ul style="list-style-type: none"> • Ziploc bags (1 per student) • Blank paper (1 per student) • Markers • Optional Activity: Weeding materials (shovels, gloves, etc.)
FLOATER LESSON: Terrible Weeds	Learn how weeds affect the school garden and the environment. Create wanted posters for their weeds.	Weed Collection Wanted: Weeds	None	Wanted Weeds Handout	<ul style="list-style-type: none"> • Weeding materials (shovels, gloves, etc.) • Markers and/or crayons • Tape
FLOATER LESSON: Jeopardy Review Game	Review knowledge gained during the Edible School Garden Program.	Jeopardy!	None	Jeopardy Game PowerPoint Presentation	<ul style="list-style-type: none"> • Computer • Projector • Prior to class, review Jeopardy Game PowerPoint Presentation and familiarize yourself with the answers.