

## Our School Garden

**Grade Levels & Subjects:** Grades 3-5 English Language Arts

**Learning + Food Objectives:**

Students will learn how food and the environment are interconnected while reading *Our School Garden* by Rick Swann and identifying how the author uses point of view and structure to convey ideas in the text.

**Common Core Standards:**

Common Core English Language Arts

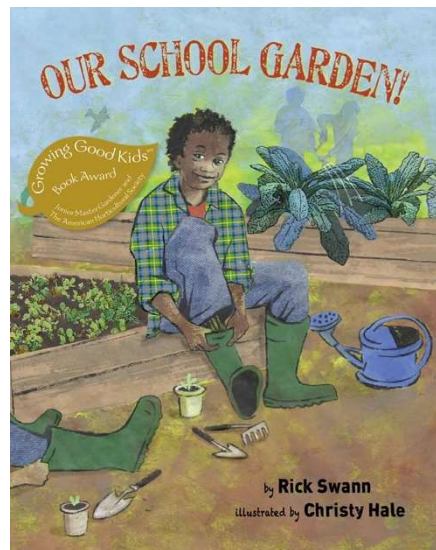
Point of view and structure in literature

CCSS.ELA-LITERACY.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.



### MATERIALS NEEDED

- *Our School Garden* by Rick Swann, illustrated by Christy Hale, and published by Readers to Eaters
  - Read aloud video available here: <https://vimeo.com/507739835>
- Student Worksheet (Attached below)

### CLASSROOM PROCEDURE

**INTRODUCTION (3-5 minutes)**

Tell students that you will be talking and reading about school gardens. If there is a school garden at your school, ask students what they have seen grown in it. If you do not have a school garden, ask

students what they would like to grow in a school garden if they had one. This can be done as an oral discussion, a journal entry, idea board, etc. Further prompting could include:

- Why would you like to grow that?
- Do you think we live in a place where that fruit or vegetable would grow well? Why or why not?
- Would you eat what you grow? How would you prepare it in your cooking?

## INSTRUCTION (20 minutes)

1. Read aloud the text *Our School Garden* by Rick Swann. Depending on reading level, students could also be tasked with reading the text independently. Text is available as a video read aloud: <https://vimeo.com/507739835>
2. As the text is being read, after a few pages, ask students to think about what they have learned so far. Also ask students to notice the structure of the text and how the author uses different styles and points of view on each page. During or after reading, have students answer the prompts about the text in the worksheet attached. The first excerpt with questions can be done as a class if modeling is needed. Question complexity may need to be adjusted depending on level of students.
3. After looking further into examples from the text, students can be tasked with creating their own passages about a topic in a similar style to *Our School Garden*.

## CLOSING (teacher discretion)

If time allows, ask students to find a recipe that would use something they want to grow and eat (or have grown in the past). Teacher can also show a cooking video using carrots, greens, or other types of produce that could be found in a school garden (like in *Our School Garden*) such as Carrot Hummus by Chef Lydia Burns: <https://vimeo.com/416129906>

## ADDITIONAL RESOURCES

- "Growing Gardens" Pilot Light educational video by students at Johnson College Prep in Chicago, IL: <https://vimeo.com/453765601>
- *From Seed to Plant* by Gail Gibbons
- *Grow: A Family Guide to Growing Fruits and Vegetables* by Ben Raskin

## RECIPE FROM VIDEO

Video: Carrot Hummus by Chef Lydia Burns: <https://vimeo.com/416129906>

Below is the recipe from the video in this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demoed by the teacher virtually/in person, sent home to families, or used for reference.

### Carrot Hummus Dip

#### Ingredients:

- 1 pound (bag) of carrots
- 2 garlic cloves (or more if you prefer)
- 1 inch nub of fresh ginger
- 3 1/2 tablespoons extra virgin olive oil (or sub an oil of your choice, sunflower, or grape seed oil)
- 1/4 cup white wine vinegar (or sub a vinegar of choice)
- 1 teaspoon salt
- 1/2 teaspoon paprika
- 1 teaspoon ground cumin
- chopped chives or fresh parsley for garnish (optional)



#### Directions:


1. Peel carrots and chop into even size segments (approximately 1-2 inch pieces). Drop the carrots pieces in a pot and cover with just enough water to cover the pieces plus one inch. Boil the carrots until tender - about 10 minutes (a fork should easily go through the carrots but they should still otherwise hold some form, think al dente). If you are mashing by hand, boil until an additional 5 minutes.
2. Meanwhile smash the garlic cloves and put in the blender/food processor. Peel and slice the fresh ginger and place in the blender. Blend/process for 10 seconds until both are minced up. If making by hand mince the garlic and fresh ginger first.
3. Then add the oil, vinegar, salt, paprika, and cumin and process for 30 seconds, or whisk together by hand in a large bowl until all items are incorporated.
4. Drain the carrots and add to the food processor/blender or bowl. Blend until you have a smooth, dippy consistency (2 minutes). If using a blender, scrape down the sides of the blender so all the carrot bits get evenly blended. If mashing by hand, use a wooden spoon, muddler, or potato masher, mash until smooth. The texture may be a bit different with a few larger bits of carrots, but it will still taste delicious!
5. Chill for at least 30 minutes in the fridge before serving. Garnish the dip with chopped chives or parsley, or if you prefer a bit of crunch on top, use everything spice or a dukkah of your choice.
6. Serve alongside your preferred vehicle (pita bread or chips, bread, pretzels, etc.) Make it a meal by slathering it thick on bread and topping it with your favorite protein or some sautéed veggies.

The student worksheet below can be printed or copied onto any online learning platform.



## Our School Garden


Examining point of view and author's purpose using excerpts from *Our School Garden* by Rick Swann

The Enormous Carrot		
	<i>Left-hand side of the text</i>	<i>Right-hand side of the text</i>
	<p>I see you growing in our garden bed - Long, feathery leaves. "A weed!" I declare. Jessie agrees, So I try to pull you out.</p> <p>You won't budge! "Help me pull!" I shout to Shannon. Then I reach down for another tug As Shannon tugs on me.</p> <p>"It still won't budge!" I shout again, So Jessie lends a hand. But in the end we need Julie, too, To finally yank you free.</p> <p>After tumbling down we all laugh At the surprising way We learned today That carrots grow underground!</p>	<p>Did you know that we all eat different parts of plants? Carrots are roots of plants and grow underground. Peas grow in pods that hang from vines, but peanuts grow as underground pods. We eat the leaves of many plants, such as spinach and lettuce. When we eat celery and rhubarb, we eat the stalks, not the leaves. Have you ever eaten an artichoke? It's a flower.</p>
What do you notice about the structure of this part of the text?		
Why did the author write this part of the text in this way?		
What point of view is this text written in?		
What does this part of the text tell us about how food and the environment are interconnected?		



Pill Bugs		
	<i>Left-hand side of the text</i>	<i>Right-hand side of the text</i>
	<p>Julie yells, "Potato bug!"                      Shannon shouts out, "Cheese log!"                      Jesse bellows, "Doodlebug!"                      And Simon grunts, "Chucky pig."</p> <p>We search the garden                      Where you lurk                      Under logs and rocks                      Leaves and sticks.</p> <p>And when I find you,                      I cry out, too.                      "Roly-poly,                      Garden-pill!"</p>	<p>The woodlouse has many crazy names. <i>Sow bug, slater, gramersow, butcher boy, and carpenter</i> are a few more. A wood louse is fun to watch, because it can curl itself into an armored ball like a miniature armadillo. This helpful creature creates rich soil by eating dead plants and pooping out important nutrients – little pills for your garden!</p>
What do you notice about the structure of this part of the text?		
Why did the author write this part of the text in this way?		
What point of view is this text written in?		
What does this part of the text tell us about how food and the environment are interconnected?		



Three Sisters		
	<i>Left-hand side of the text</i>	<i>Right-hand side of the text</i>
	<p>"I wish I had a sister," I tell Simon As I slowly mound the earth. We crater the hilltops to hold water, Then we begin to bury our seeds,</p> <p>Sister corn, I place you in the center. She'll stand tall for support.</p> <p>Sister squash, Julie plants at the edge. She'll protect the soil and roots.</p> <p>Beans, Simon puts between her sisters. She'll hug them both as she climbs towards the sun.</p> <p>Planting them together is "companion planting," Like Julie and Simon and me!</p>	<p>The three sisters - corn, squash, and beans - were the most important crops for many Native American diets. In companion planting, they are planted together so that corn can give support to the bean vines, and the beans can put nitrogen in the soil to help the corn grow. Squash protects the roots of the other plants and cuts down on weeds. That is one happy – and delicious – family!</p>
What do you notice about the structure of this part of the text?		
Why did the author write this part of the text in this way?		
What point of view is this text written in?		
What does this part of the text tell us about how food and the environment are interconnected?		



## Your turn:

Write two texts about the same topic related to food and the environment in a style similar to *Our School Garden* by Rick Swann. Include an illustration as well if you'd like!

Title:		
	<i>Left-hand side of the text</i>	<i>Right-hand side of the text</i>