



Food Education Standard 3: Food and the environment are interconnected.

Our School Garden

Lesson written in
partnership with



Grade Levels & Subjects: Early Childhood and K-2 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 point of view, noticing how the narrator connects to the garden and his peers, and what he learns about how to grow food in a garden.

Common Core Standards:

Common Core English Language Arts

Point of view in stories

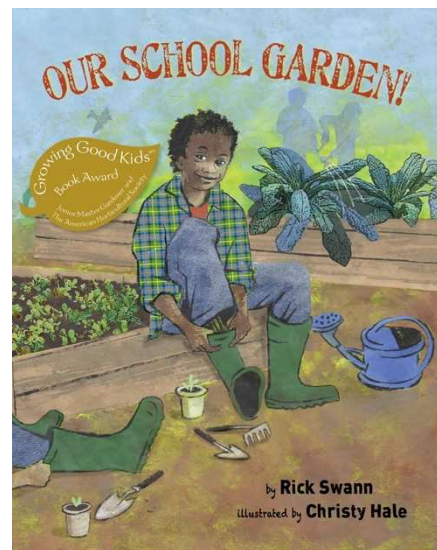
Key details in a text

CCSS.ELA-LITERACY.RL.1.6

Identify who is telling the story at various points in a text.

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.



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 growing 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. Teacher could show photos of gardens to activate prior knowledge for students. 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? Have you ever tried that fruit or vegetable? How did it taste?

INSTRUCTION (20 minutes)

1. Read aloud the text *Our School Garden* by Rick Swann, illustrated by Christy Hale. Text is also 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 what point of view different parts of the text are written from. *They may notice that on many of the pages, one (usually on the left-hand side) of the texts is written from Michael's perspective.*
3. While reading, additional prompts could include:
 - How does Michael feel in the beginning of the text?
 - How does Michael feel at the end of the text? What causes that changes?
4. Students will then complete the worksheet attached. Students will reflect on the narrator's (Michael's) feelings and how they changed by the end of the book. Students will also show if they've learned at least two things that are important to a garden when growing food. This could be compost, pill bugs, friendship, taking care of the garden, etc. Depending on the level of students, the sentence starter could be completed independently or as a group. If students need prompting, teacher could lead a discussion answering the questions and make a list of potential answers for students to use.

CLOSING (teacher discretion)

1. Have students share their drawings and explain what they learned is important to gardens.
2. 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
- *Up in the Garden and Down in the Dirt* by Kate Messner

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

1. Draw your own illustration of Michael's school garden at the end of the text showing his new connections with classmates.

- Include at least 2 things that Michael discovered are important when you grow food in a garden.

2. Complete the sentences below that tell how Michael felt at the end of the story and what he discovered was important for gardens when growing food.

At the end of the story, Michael felt _____ because _____.

He learned that _____ and _____ are important in growing a healthy garden!