

Growing Great Readers:

A Guide to Integrating Food & Nutrition Education in Literacy Curricula

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**A project of the Laurie M. Tisch Center for Food, Education, and Policy
and the NYC Food Ed Hub**



Introduction: Food Education & Literacy in New York City

According to New York City's Chancellor David C. Banks, "About half of city children in grades three through eight are not proficient in reading. Black, Latino and low-income children fare even worse"¹. The state of reading scores, exacerbated by the course of the COVID-19 pandemic, is now leading to an overhaul of New York City's approach to Reading instruction, rolling out in the highest-needs schools beginning in 2023 and completing rollout in 2024. While the Chancellor aptly cites gaps in the approaches historically used in NYC public schools as a key cause of children's low reading abilities, studies have shown repeated evidence that reading ability is correlated with myriad factors, including early word exposure² and income.³

However, studies have also shown direct correlation between nutrition and reading gains⁴⁵. Brain development works in tandem with nutrients; children whose diets lack proper nutrition may face impaired learning and memory, lowering their school performance and reading development.⁶ Luckily, New York City is not only implementing a science-backed reading approach, but also a [roadmap](#) to prioritize food education and support student health [nutrition education](#) in schools.

At the Food Ed Hub and Laurie M. Tisch Center for Food, Education, and Policy, we believe that the development of revised nutrition approaches and food access is only half of the equation; educating young people early around food choices is key to building healthier habits that last throughout their lives.

Food is life. It is what has allowed human society to flourish and progress. In short, healthy food is critical to healthy living and society's development. We thus believe that food and nutrition education is not only a standalone subject; by integrating food and nutrition education across the curriculum, the notion of a healthy lifestyle, positive relationship with food, and awareness of food access possibilities become integrated in their understanding of life overall. Though food and nutrition education is traditionally thought of as a subject for health class and progressively introduced in science classrooms, we believe that recognizing and highlighting ties throughout all subjects is key to growing a healthy relationship with one of our most fundamental human needs.

¹ Clossen, T. (2023). New York is forcing schools to change how they teach children to read. *The New York Times*. 20. <https://www.nytimes.com/2023/05/09/nyregion/reading-nyc-schools.html>.

² Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H Brookes.

³ Golinkoff, R.M., Hoff, E., Rowe, M.L., Tamis-LeMonda, C.S., & Hirsh-Pasek, K. (2019). Language matters: denying the existence of the 30-Million-Word Gap has serious consequences. *Child Development*. 90(3), 985-992.

⁴ Haapala, E.A., Aino-Maija, E., Venäläinen, T., Henna, J., Poikkeus, A., Ahonen, T., Lindi, V. & Lakka, T.A. (2016) Diet quality and academic achievement: a prospective study among primary school children. *European Journal of Nutrition*. 56, 2299-2308.

⁵ Grohens, J. (1988). Nutrition and reading achievement. *The Reading Teacher*, 41(9), 942-945.

⁶ Chen, G. (2022). How diet and nutrition impact a child's learning ability. *Public School Review*. <https://www.publicschoolreview.com/blog/how-diet-and-nutrition-impact-a-childs-learning-ability>

In this guide, we highlight possibilities for integrating food & nutrition education in the literacy classroom. Concepts mentioned can be used in tandem with adopted reading curricula or can be integrated into other areas of an English Language Arts classroom.

Our goal is for students to understand their relationship with food from personal, familial, social, cultural, environmental, and scientific perspectives in order to build their sense of agency in their own food choices and nutritional future.

How to use this guide:

We aim for this guide to be a useful resource for all teachers of reading and literacy. There are a few ways you might supplement your existing curriculum with texts and lessons compiled here:

1. Start with the Food & Nutrition Topic Areas and consider how you might make connections within your curriculum or replace existing units with units linked to Food & Nutrition. These areas are organized by topic and contain a series of curriculum resources that are suitable for 4th through 6th grade students. Each area contains text recommendations, lesson plans from highlighted free⁷ curriculum resources, and notes for integrating the given content. All standards referenced are the [New York State Next Generation ELA Standards](#).

Food & Nutrition Topic Areas:

1. Growing Gardens
2. Food & Farm Systems
3. Food Origins and Food Culture
4. Personal Food Connections
5. Food Justice
6. Healthy Eating

2. Use the [Growing Great Readers Lesson Guide](#), lessons selected from highlighted organizations that are organized and searchable by reading and literacy standards. Highlighted standards include 4th-6th grade Reading, Writing, Speaking & Listening, and Language standards that could be reinforced through the given lesson, as well as a checklist of topical areas so that lesson plans could be linked around a given subject as well.
3. Consider existing units of your curriculum, and ways that they might be enhanced through the addition of Food & Nutrition topics. See the following pages for discussion of New York City's 2023-24 core curriculum offerings and ideas for how these can be linked to Food & Nutrition Topic Areas.

⁷ Common Thread curricula is available for a \$25 fee. All other curricula are available for free and accessible online.

NYC and Core Curriculum

Beginning in the 2023-24 school year, New York City schools will be implementing [reading and literacy curriculum](#) that are informed by the Science of Reading. The three selections for NYC Core Curriculum are: Wit & Wisdom, HMH Into Reading, and Expeditionary Learning 2.0. While schools can opt to adopt an alternative to this core curriculum, many districts will be unrolling these specific choices in the 2023-24 school year. Below you will find an overview of each curriculum's units that have direct ties to Food and Nutrition Education.

Wit & Wisdom:

4th Grade units tie in nicely with a few areas of Food & Nutrition Education. Module 1, A Great Heart, looks at the heart from a few different perspectives: both physiologically driving the health of the circulatory system and also responsible for personal identity and caring. Nutrition has a direct impact on heart health and many of the resources shared in the **Healthy Eating** category would tie in nicely to help students understand the connection between healthy eating and a healthy heart. Module 2, Extreme Settings, looks at human survival in the face of extreme environments. This is a great time to connect to food and nutrition needs - thinking about where food comes from and how, in the absence of society, a person could get food, is a strong jumping point to engaging students in exploring food origins and food systems [**Food Origins & Food Culture; Food & Farm Systems**]. This is also a strong connection point to early human history through food, as the characters in the given texts have to learn to live like our early ancestors by hunting and gathering their food. Module 4, Myth Making, is a great time to connect to food-related myths and indigenous food beliefs and traditions. Lessons linked to **Food Origins & Food Culture** are a strong tie-in to this module.

5th Grade Module 1: Cultures in Conflict moves toward thinking about justice-related issues, especially in considering the colonization of indigenous lands. As colonization - and industrialization - have historically challenged lasting food justice, environmental justice, and food access issues, there are many tie-ins to teaching about food systems and food access [**Food & Farm Systems; Food Justice**]. You can continue to explore food justice issues in tandem with 5th grade Module 3: A War Between Us and Module 4: Breaking Barriers. Considering the impact and implications of food access and food justice as a result of the Civil War is critical to an in-depth understanding of this conflict. Module 4: Breaking Barriers provides a jumping point for considering cultural connections across barriers - like many of the topics explored in our **Food & Culture** and **Personal Food Connections** sections.

In 6th grade, Module 1: Resilience in the Great Depression lends itself to engaging students in understanding the importance of humans' relationship with farming and the impacts of climate and environment on farming [**Food Justice; Food & Farm Systems**]. Some of the featured and supplementary texts point to these connections, such as *Bud, Not Buddy* and *Out of the Dust*, both dealing with migration caused by the drought and the dust bowl's impact on farming, and *Esperanza Rising*, looking at the life of migrant farm workers at this time [**Food Justice**]. Module 2: A Hero's Journey can be a jumping point to consider modern heroes - including

heroes in the food system. See lessons linked to interviewing elders and community food workers, as well as those looking at food advocates and connections to students becoming food advocates in their communities. [**Food Justice; Personal Food Connections**]

HMH Into Reading

The 4th Grade HMH Into Reading curriculum includes texts that could likewise be tied to Food Justice and the impact of colonization on food access and farming, such as *The Game of Silence* by Louise Erdrich, *My Diary from Here to There* by Amada Irma Pérez, and *Yes! We Are Latinos: Poems and Prose About the Latino Experience* by Alma Flor Ada and F. Isabel Campoy [**Food Justice; Food & Farm Systems; Food Origins & Food Culture**].

5th Grade HMH Into Reading Texts like *The Good Garden: How One Family Went from Hunger to Having Enough* by Katie Smith Milway allow for connections to food and farming systems and engaging students in thinking about the food justice and environmental justice impacts of regenerative or organic agriculture. [**Food Justice; Growing Gardens; Food & Farm Systems**].

EL2.0

In 4th Grade's Module 2, *Can You Survive the Wilderness* by Matt Capstone Doeden and accompanying texts on animal adaptations offer opportunity to connect to food origins and how human societies have flourished thanks to an evolving relationship with food [**Food Origins & Food & Culture**]. Like Wit & Wisdom's 4th Grade Module 2, the emphasis on surviving in wilderness conditions can lead to understanding how our early ancestors hunted and gathered food and how farming led to building of societies. Module 3 looking at the American Revolution offers an invitation to consider the impacts of colonization on indigenous food systems, and Module 4, based around the women's suffrage movement, presents opportunity to connect to food heroes who make a difference and have paved the way toward more just food systems. [**Food Justice; Food Origins & Food Culture**]

5th Grade, Module 1 features *Esperanza Rising* by Pam Munoz Ryan, a direct link to food justice and understanding the impact of environmental and social impacts on agriculture. *A Life Like Mine: how Children Live Around the World* is a great jumping point for finding relationships and cultural connections to food traditions around the world - and across the classroom! [**Food & Culture**] In Module 2, *The Most Beautiful Roof in the World* by Kathryn Lansky and *The Great Kapok Tree* by Lynne Cherry offer a connection to ecosystem studies and a strong tie-in to understanding food chains and food systems - and the relationships that abound in natural systems. [**Food & Farm Systems; Food & Environment**]. *Seeds of Change* by Jen Cullerton Johnson explores Wangari Mathai's influence on her community and is a space to integrate an understanding of how humans can impact nature in positive ways - leading, perhaps, to students themselves creating change through food and garden related action projects in their school community. [**Food Justice; Growing Gardens**].

In 6th grade, *Percy Jackson* by Rick Riordan, like the Hero's Journey module in the Wit and Wisdom curriculum, is a jumping point to consider modern heroes - including heroes in the food system. See lessons linked to interviewing elders and community food workers, as well as those looking at food advocates and connections to students becoming food advocates in their communities [**Personal Food Connections; Food Justice**]. *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer, connects to regenerative agriculture and food and farming systems - and even sparks thinking about how young people can be engineers in their own communities - and community gardens! [**Food & Farm Systems; Growing Gardens; Food Justice**]. *Two Roads*, by Joseph Bruchac, provides a connection to the impacts of colonization on food production and the land, a prime opportunity to dig into the **Food Justice** section.

Food & Nutrition Topic 1: **Growing Gardens**

Where does food come from? How does food grow? How can gardening help us understand our food?

This section features readings and lessons connected to growing the food that comes to our tables. Texts that look at community gardens are a great jumping point into lessons that engage in hands-on growing or other garden to table explorations. This section can complement any other section here, with gardens being a perfect central point to link learning around food systems, food and culture, food justice, and nutrition. And, there are no limits to what makes a garden - from a few containers in a sunny spot in your hallway to beds filling a schoolyard! If your own school does not have a garden, look for neighboring school gardens or community gardens you might visit in conjunction with your Garden to Table learning. For additional resources on NYC school gardens, check out the [GrowNYC School Gardens page](#), or find a community garden near you on the [GreenThumb Community Gardens map](#)!

Featured Text:

Seedfolks by Paul Fleishman

Sparked by one little girl's planting of lima bean seeds in a vacant lot, a community garden in the city of Cleveland, Ohio, sprouts in this story told through thirteen different characters' voices. Each character brings some aspect of their identity or culture to the garden as an unlikely community comes together through shared energy from the growth of a garden. This text is a great jumping point for connections to school gardening, whether through cups planted with lima beans on the classroom windowsill or explorations in a local community garden or school's own garden space. With ties to the **Food and Identity** and **Personal Food Connections** sections as well, this text is a great jumping point for engaging students in reflecting on their own connections to food and gardening as you delve into deeper explorations.

Additional Texts:

City Green by DyAnne DiSalvo Ryan

When a building is knocked down in Marcy's neighborhood, Marcy is sad to see the vacant lot - until she and her friend Ms. Rosa come to see the field of soil as an opportunity. Working with neighbors, family, and friends, Marcy and her community transform the vacant lot into a thriving garden. Even Old Man Hammer, the grouchy neighbor who used to live in the building, finds peace by planting seeds in the lot. This picture book could form a strong parallel text to compare and contrast with *Seedfolks*.

Farmer Will Allen and the Growing Table written by Jaqueline Briggs-Martin, illustrated by Eric Shabazz Larkin

Will Allen grew up surrounded by fresh food and tables full of guests for whom his mother loved to cook. A professional basketball career took Will to Belgium, where a friend asked him to help dig potatoes - leaving Will to realize that he actually loved gardening! Back in Milwaukee and inspired by the vision of connecting people with good food, Will bought a city lot with a set of abandoned greenhouses. He learned to compost to enrich the soil and found ways to grow all kinds of food - including aquaponics to raise fish and grow sprouts. Soon his farm included goats, chickens, bees, and many vegetables. He named his farm “Growing Power” and was joined by a team of people from the community who learned to grow food too. Dedicated to the idea of getting fresh food on everyone’s plates, Farmer Will Allen has traveled around the world to teach and inspire others to use their own “Growing Power.” May also be taught in the **Food Justice** or **Personal Food Connections** sections.

Harlem Grown written by Tony Hillery, illustrated by Jessie Hartland

Harlem Grown tells the true story of a vacant lot in New York City across from P.S. 175, Nevaeh’s school. When Tony Hillery comes to her school and sees the “haunted lot”, he decides to take action. He cleans the lot and engages the students at P.S. 175 in planting seedlings. Gardening takes some trial and error, but with the help of Nevaeh and her friends, a Harlem farm eventually grows!

The Curious Garden by Peter Brown

Liam is a little curious boy who lives in a city with no green space. One day, he finds a set of stairs leading up to the old railway tracks that run along the streets. Seeing a few tiny plants on the tracks inspires Liam to help them grow - and eventually to transform the city tracks into a thriving garden! This story is connected to that of the Highline of NYC and would provide a strong reading to compare and contrast with the highlines true story - and maybe even a class visit there!

Alice Waters Cooks Up a Food Revolution by Diane Stanley, Illustrated by Jessie Hartland

This picture book tells the story of Alice Waters’ journey - growing up and eating from her family’s garden in Chatham, NJ, then going to study abroad in France, where she became enthralled with the delicious, seasonal foods. Moving to California, Alice learned to cook thanks to Julia Child’s television programs and cookbooks and began hosting her own dinners - which turned into her starting a whole restaurant focused around seasonal ingredients and carefully curated menus! The book contains additional biographical information about Alice Waters and her Edible Schoolyard Project, which jumpstarted a national push toward school gardens.

Alice Waters and the Trip to Delicious written by Jaqueline Briggs-Martin, illustrated by Hayelin Choi

Alice Waters loves fresh food, a passion that brings her to learn about delicious food in France. Excited to connect everyone to fresh, seasonal food, Alice opens Chez Panisse restaurant in California. She connects with farmers and to learn about local food production and celebrates the soil and farmers’ jobs. And, she founds Edible Schoolyard, a program she started with a vacant lot turned into a school garden and has since multiplied into school gardens across America.

Text-Centered Lesson Spotlights

- As you read *Seedfolks*:
 - analyze each character's wants and needs as they relate to the garden (RL1, RL3)
 - find examples of figurative language (simile, metaphor, personification) and discuss their meaning and their impact on the text (RL5)
 - compare and contrast differences in each character's voice. What does this tell us about the character? (RL3)
- After reading *Seedfolks*, ask students to create their own character in the *Seedfolks* garden - or perhaps their own character in your own garden! Write a chapter from that character's point of view incorporating figurative language to establish a unique voice! (W3)
- Do a classroom read aloud or readers theater of *City Green* and compare and contrast to *Seedfolks* (RL1, RL3, RL9). How is Marcy similar to and different from Kim? How is each garden's story similar and different? Take this further by adding *Harlem Grown* and *The Curious Garden* to the comparison - how do youth play a role in each garden's development?

Highlighted Growing Gardens Lessons⁸:

Organization:	Lesson Link:	Objectives ⁹ - Students will:	Standards addressed ¹⁰ :
Ag in the Classroom	Backpack Garden	- Build a garden in their classroom or school - Research and make a presentation about their garden *** <i>This is an extensive project that would work well as a collaborative effort across disciplines. Contains ample resources around starting a school "backpack garden" to grow produce for students to take home.</i> ***	W6, W7, SL4, SL5, SL6
FoodCorps	Seasonal Food Wheels	- Interpret information from seed packets and growing guides - Synthesize information to determine what can be harvested in their region each season.	5RI7, 5L6
Ag in the Classroom	Digging into Nutrients	- Gain background knowledge of the nutrient requirements of plants, how those nutrients are obtained by the plant, what farmers must do if the nutrients are not available in soils, and current issues related to agricultural production	RI1, RI3, SL1, SL4

⁸ See the full table of highlighted lessons, including additional lessons that might fit this section, [here](#).

⁹ Standards are copied/adapted from the organization's lesson plan whenever possible.

¹⁰ Standards listed with a given grade level are determined by the organization, but the lesson could be adapted to fit other grade levels.

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Edible Schoolyard	How to Read a Seed Packet	<ul style="list-style-type: none"> - Practice reading and analyzing visual and information-dense text. - Identify the differences between annual, biennial, and perennial plants. - Learn key vocabulary related to starting plants. 	RI7, L6
Tisch Center for Food, Education, and Policy & Kids Gardening: Growing Food	Lesson 6: Celebrating Plant Parts	<ul style="list-style-type: none"> - think like botanists and learn about the structure and function of roots, stems, leaves, flowers, fruit, and seeds - make a salad using different parts of plants - understand that we eat, and get energy from, all different parts of plants 	RI1, RI3, RI7, L6
Tisch Center for Food, Education, and Policy & Kids Gardening: Growing Food	Lesson 7: Energy Transformation	<ul style="list-style-type: none"> - be introduced to energy and matter transformations in the process of photosynthesis. - understand that the energy we get from eating peanuts is stored energy the peanut plant gets from the sun - understand that energy can change form - understand that in photosynthesis, light energy from the sun is transformed to stored chemical energy that can be used by living organisms, like the peanut plant and its seeds (the peanuts) <p>*** lesson includes readings about energy, photosynthesis, and peanuts ***</p>	RI1, RI3, RI7, L6
Growing Food	Lesson 13: Classroom Crops	<ul style="list-style-type: none"> - plant and care for vegetables and herbs from seed to harvest (long-term gardening project) - increase their understanding of nature's system for producing food and build their appreciation of the work farmers do to produce our food. - research information on the "seed packets" provided in this lesson, as well as the actual packets of seeds the class will grow, and determine how to grow and care for different kinds of plants <p>*** lesson contains student readings of various plants, presented as seed packet information***</p>	RI1, RI3, RI7, L6
FRESHFARM FoodPrints	Kitchen and Garden Inventions	<ul style="list-style-type: none"> - Explore the role of inventions and innovations in the garden and kitchen - Design their own invention after carefully observing the innovative features of tools in their kitchen classroom and school garden - Explore biomimicry and look at examples of inventions that were inspired by nature. 	5W2, 5SL1
Edible Schoolyard	Root Investigations	<ul style="list-style-type: none"> - Understand the difference between primary roots and secondary roots - Identify key functions of roots - Learn vocabulary about roots 	L6

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Edible Schoolyard	Discovering Flowers	<ul style="list-style-type: none"> - Identify four flower parts; the peduncle, receptacle, sepal, and petal. - Use their senses to make observations. - Begin understanding how function informs structure in flowers. - Learn vocabulary about flower parts 	L6
Edible Schoolyard	Seed Parts & Sprouting Starts	<ul style="list-style-type: none"> - Understand the difference between dicots and monocots. - Identify four seed parts; the seed coat, endosperm, and embryo. - Begin to understand the vocabulary of and function of the various seed parts - Successfully germinate seeds. 	L6
Tisch Food Center & Kids Gardening: Growing Food	Lesson 9: Nature's Decomposers	<ul style="list-style-type: none"> - explore how components in nature interact with each other - discover that in nature there is no waste - understand that scavengers, detritivores, and decomposers consume dead plant and animal matter, scattered food particles, and animal excrement - understand that members of the detritus food chain are active, processing huge amounts of organic matter and releasing lots of energy, mostly as heat <p>*** lesson includes student readings about decomposition and composting ***</p>	RI1, RI3, RI7, L6
Tisch Food Center & Kids Gardening: Growing Food	Lesson 16: Crops and Weather	<ul style="list-style-type: none"> - gain an understanding of the amount of knowledge that farmers need to have about climate and weather patterns in order to successfully farm their land - learn that farmers can't control the weather <p>*** lesson contains student readings focus edon three fictional tomato farmers and the challenges they faced during one growing season due to weather ***</p>	RI1, RI3, RI9, L6
Tisch Food Center & Kids Gardening: Growing Food	Lesson 10: Classroom Composting	<ul style="list-style-type: none"> - set up a worm composting bin to gain hands-on experience with the decomposition process <p>*** lesson includes student readings about setting up a compost bin and worms***</p>	RI1, RI3, RI7, L6
Tisch Food Center & Kids Gardening: Growing Food	Lesson 14: Investigating Soil	<ul style="list-style-type: none"> - gain understanding of soil and plant/soil interactions - compare two soil samples: one from a place where no plants are growing, the other from a place where plants are growing <p>*** lesson contains student reading about healthy soil ***</p>	RI1, RI3, L6

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Tisch Food Center & Kids Gardening: Growing Food	Lesson 17: Regional Eating	<ul style="list-style-type: none"> - understand their roles as active consumers and community members in our local food system - use the regional eating maps to gain a conceptual understanding of what it means to eat locally/regionally and seasonally - learn what fruits and vegetables are available by season in a particular region and design seasonal menus <p>*** <i>lesson contains student reading on eating locally and seasonally</i> ***</p>	RI1, RI3, SL1, SL4, SL5, SL6

Food & Nutrition Topic 2:

Food & Farm Systems

Where does our food come from? How does food grow in nature? How does food grow on a farm? How does the environment impact food and food impact the environment? How can humans help or hinder a natural food system?

In this section, texts are highlighted that connect students to the food system and its relationship to both humans and the environment. These resources work well in tandem with Science units on ecosystems, food chains and food systems, genetics and genetic modification, and human impacts on the environment. They can also be tied in to understanding human impacts on the environment throughout history, such as following a unit on Neolithic Revolution¹¹, the American Revolution, Colonization, The Great Depression, the Civil War, World Wars I or II, or Migration/Immigration studies - any unit that looks at a pivotal moment when humans' interaction with the land was linked to a historical turning point in farming and agriculture. The **Growing Gardens** section offers additional lessons that connect to the food system by highlighting opportunities to learn about and grow your own food - the best way to learn about where food comes from!

EQUITY NOTE: Be careful that this section does not become a labeling of “good food” v. “bad food” - but more of an exploration of food choices based on food knowledge. Since students are not typically in charge of food decisions and come from varied backgrounds, be aware that many may not have access to food that is organic, local, or even healthy. Fast food may be students' only meals. Ground lessons and understanding in school activities and in connection to the cafeteria and remind students that though they may not be able to act on their knowledge in all aspects of their life, they can make decisions such as to try out the salad bar at school or test out local foods when served in classroom activities.

Text Recommendations:

Graphic Novels:

[Chef Yasmina & the Potato Panic](#) by Walter Mannaert

[Food Fight: A Graphic Guide Adventure](#) by Liam O'Donnell

In these graphic novels, young teen characters take action against the harmful impacts of genetically modified foods. In *Chef Yasmina and the Potato Panic*, a young girl with a passion for cooking initially confronts differences of opinion around fertilizers in community garden spaces - which are only the beginning, as genetically modified potatoes take over the

¹¹ <https://www.history.com/topics/pre-history/neolithic-revolution>
<https://www.usda.gov/sites/default/files/documents/history-american-agriculture.pdf>

community's entire relationship with food. In *Food Fight: A Graphic Guide Adventure*, Devin, a boy initially apathetic to gardening discovers a mysterious threat to his mother's sustainable farming research - in the form of genetically modified fertilizer. In both tales, the young characters take charge to have a positive impact on the future of agriculture - and their communities!

Nonfiction Text:

***The Omnivore's Dilemma: Young Readers Edition* by Michael Pollan**

This young adult adaptation of Michael Pollan's original text takes readers on a journey through the food system. Starting with the history of the industrial food system, Pollan explores four approaches to agriculture: industrial, industrial organic, local sustainable, and hunting, gathering, and gardening. Through Pollan's firsthand account of eating and learning where meals from each food system come from, students are taken on the journey to understand the intricacies of different routes food takes to get to our plates.

Text-Centered Lesson Spotlights

- Have literature circles read the two different graphic novels, or all students read both. Have students write pen pal letters between Yasmina and Devin at the beginning, middle, and end of their reading (in real time during literature circles or during the second text if the full class reads both). (RL3, RL6, RL9, W3, W4).
- In *The Omnivore's Dilemma*, analyze and discuss how the visual representations contribute to the author's message (RI7).
- Have students write a mini graphic novel scene in which Yasmina visits a specific farm discussed in *The Omnivore's Dilemma*. Assign the class different sections from *The Omnivore's Dilemma* to analyze how the characters' mindsets would change based on the different farms! (RI/L1, RI/L3, RI/L9, W3)
- Have students write a letter to the school cafeteria explaining the different types of food learned about in *The Omnivore's Dilemma* and making recommendations for which type(s) of food are best suited to the cafeteria (RI1, RI2, W1, W2).

Highlighted Food & Farm Systems Lessons:

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Edible Schoolyard	Tasting the Seasons	- Explore ideas of taste, flavor, seasonality, and eating locally through activities that encourage them to notice and savor food.	SL1

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Ag in the Classroom	Culinary Concepts	- develop and manufacture a unique and nutritious food product that includes ingredients that have been sourced locally and can be served in retail outlets or the school cafeteria *** <i>This is a multi-session project-based learning module that includes research and resources on youth activism</i> ***	W6, W7, SL1, SL2, SL4, SL5, SL6
Edible Schoolyard	The Indigenous Origins of Regenerative Agriculture	- Explore the meaning of the term “regenerative agriculture” - Learn about the origins of regenerative agriculture, and how many modern-day sustainable farming practices, including regenerative agriculture, originated within Indigenous communities	6RI1, 6RI2, 6R3, 6W, 6W6, 6SL1, 6SL3, 6SL4
Ag in the Classroom	Right this Very Minute	- Read Right This Very Minute—a table-to-farm book about food production and farming - Diagram the path of production for a processed product - Study a map to discover where different commodities are grown - Write a thank-you letter to farmers in their local community	4RI1, 4RI9, 4W2
FoodCorps	Getting to Know a Crop	- Research and appreciate the diversity of crops that make up our diets. - Compare and contrast characteristics of various crops and relate these to the climates in which the crops grow	4RI3, 4RI7, 4W3, 4W5, 4W6, 4W7
Edible Schoolyard	An Introduction to Regenerative Agriculture	- Learn about regenerative agriculture and how it is similar to, and different from, organic agriculture. - Explore what “regenerative” means, learn what practices are considered regenerative, and discuss the differences between regenerative and organic.	6R4, 6R7, 6W7, 6SL2, 6L6
Ag in the Classroom	Caring for the Land	- Explain why people have different opinions regarding soil management and identify cause and effect relationships relating to agriculture and the environment	RI1, RI5, RI8
Edible Schoolyard	Analyzing Media on Organic	- Read two different sources to practice analyzing media and to continue developing their own opinions on the subject of organic.	6RI1, 6RI3, 6RI6, 6RI8, 6W1, 6W7, 6SL3
Edible Schoolyard	Discussion on Organic	- Explore their pre-existing associations with the word organic - Map and discuss their thoughts, as well as the various influences that make up their understanding of organic.	6SL1, 6SL2, 6SL3

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Ag in the Classroom	Climate Change Phenomena: Bananas in our Breadbasket?	<ul style="list-style-type: none"> - Explore the carbon cycle and evaluate associated phenomena of climate as they discover the impact climate change could have on the farms that produce our food - Includes research through close reading of Climate Change Phenomena E-Magazine 	RI1, RI2, RI8, RI9
Pilot Light	Maple Syrup & Climate	<ul style="list-style-type: none"> - Better understand the relationship between climate and its effect on maple syrup production by learning about how maple trees are tapped and the sap is processed into maple syrup. 	3-5 RI7, RI9
Pilot Light	Why we Need Seaweed	<ul style="list-style-type: none"> - Learn about the benefits of seaweed and discover the impact that seaweed can have on climate change, the environment, and human health. 	RI7
Pilot Light	Meat & Climate Change	<ul style="list-style-type: none"> - Better understand how human activity contributes to climate change by creating a low-carbon dish intended to reduce the amount of carbon released into the atmosphere. - Increase awareness of harmful carbon emissions that contribute to global warming and learn of various protein options that don't challenge the environment as much as meat production 	RI1, RI3, RI7, RI8
FRESHFARM FoodPrints	Food Chains	<ul style="list-style-type: none"> - Explore food chains and investigate how living things acquire energy - Search for and learn to identify the roles of producers, consumers and decomposers in the food chain and search for examples of each one in the garden - Create food chains with recipe ingredients to further explore how we get energy from the sun 	5SL1, 5SL6
Pilot Light	Fish & the Ecosystem	<ul style="list-style-type: none"> - Identify the different types of food chains in the ocean - Understand the role that varying types of fish (including bycatch) play in humans' lives and the ocean's ecosystem. 	RI1, RI13, W1, W2
FoodCorps	The Secret Strategies of Food Advertising	<ul style="list-style-type: none"> - Analyze food advertisements and identify marketing strategies - Create persuasive advertisements for fruits and vegetables. 	5R7, 5R8, 5R9, 5W4, 5W5, 5SL2, 5SL5
Pilot Light	Seeds, Nuts, and Grains by Region	<ul style="list-style-type: none"> - Understand how geographical features impact the way we live and the foods that are available to us by mapping seeds, grains, and nuts. 	3-5 RL1, RI2, RL/I3

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Ag in the Classroom	From Foraging to Farming	<ul style="list-style-type: none"> - Participate in a foraging activity, gaining perspective on how scarcity of resources can affect well-being and how agriculture provides the benefit of a steady, reliable food supply - Read about hunter-gatherers and early agriculture and use maps to explore how geography affected the development of early civilizations 	RI1, RI3, RI9, SL1, SL2, SL4, L6
Ag in the Classroom	An Apple a Day Keeps the Doctor Away	<ul style="list-style-type: none"> - Explore the differences between organic and conventional apples - Consider whether claims and evidence being presented are reliable and valid - Form opinions and make arguments about organic or conventional produce 	R1, R2, R6, R7, R8, W1, SL1, SL2, SL3
Edible Schoolyard	Exploring Organic Certification	<ul style="list-style-type: none"> - Read texts on organic certifications and conduct research on various standards of organic certifications. - Review an infographic on Organic, answer questions, and engage with further readings. 	6RI1, 6RI2, 6R3, 6W5, 6W6, 6SL1, 6SL2, 6SL3, 6SL4
Edible Schoolyard	What is Organic?	<ul style="list-style-type: none"> - Explore and discuss their understanding of what “organic” is, and what it represents to them. 	6RI1, 6RI2, 6R3, 6SL1, 6SL2, 6SL3

Food & Nutrition Topic 3:

Food Origins & Food Culture

Where did different foods originate? How has humans' relationship with food developed over time? What does food tell us about culture? How can we build cross-cultural understanding through food? How does our food culture reflect our food history?

This section features texts that invite readers to explore and celebrate their unique identities and cultures through food. Often in contrast to the foods they see friends or peers eating, characters interact with their culture's recipes and ingredients and discover their beauty and cross-cultural connections. This is a great unit to highlight students' own cultural identities and to build connections across backgrounds within your own classroom.

EQUITY NOTE: Be mindful of how you discuss types of food that come from cultures different from your own. Labeling food with terms such as “different”, “exotic”, “foreign”, or even “new” is a judgment coming from a singular perspective; to someone for whom that's their norm, what you may think of as “regular” food probably also seems “different.” Encourage students to join you in approaching all foods with curiosity, an open mind, and equitable language.

Measuring Up by Lily LaMott, illustrated by Ann Xu

In this graphic novel, twelve-year-old Cici leaves her home in Taiwan - and her beloved grandmother A-má - when her family moves to Seattle. Her love of cooking with A-má keeps her motivated to find a way to bring A-má to visit - and a kids' cooking contest with a cash prize may be the perfect opportunity for Cici to fund A-má's visit. But will her knowledge of Taiwanese cooking meld with her new life in America to get her the gold?

Stir it Up! By Ramin Ganeshram

Thirteen-year-old Anjali dreams of becoming a chef. After all, she has grown up around her family's Trinidadian-Indian roti shop. While her parents pressure her to prepare for New York City's rigorous specialized high school admissions test, Anjali finds her future potential through a youth cooking reality television show - but can the two work in harmony?

Additional Readings

“All American Slurp” by Lensy Namioka

This short story, featured in an array of published textbooks and easily searchable online, tells the story of a girl who has recently immigrated to the United States from China. Woven throughout are the family's experiences with food - first as guests at a friend's home, then in a fancy French restaurant, and finally hosting a dinner for her friend's family. Though the speaker is at first both confused by American customs and embarrassed by her family's Chinese customs, she comes to see similarities across cultures.

Soul Food Sunday by Winsome Bingham, illustrated by C. G. Esperanza

Granny teaches her grandson all the recipes for a traditional “Soul Food Sunday” family meal - and he brings along some preparations of his own, too. This book contains examples of imagery, repetition, and onomatopoeia.

Priya Dreams of Marigolds & Masala written & illustrated by Meenal Patel

Priya learns about her Indian culture from Babi Ba, her grandmother who shares descriptions of the food and culture of India. The story is woven with vivid imagery and metaphor to bring India to life.

Fry Bread written by Kevin Noble Maillard, illustrated by Juana Martinez-Neal

This story uses metaphor, repetition, and imagery to explore the wide history of fry bread, a recipe that symbolizes many facets of Native American culture. The book contains extensive notes that detail more aspects of indigenous resilience in the face of colonialism that are represented through the widespread adoption of fry bread.

May also be taught in the Food Justice section.

Tofu Takes Time written by Helen H. Wu, illustrated by Julie Jarema

Lin learns to make tofu from scratch with her NaiNai, and in turn learns not only a recipe, but how to weave in patience and beautiful imagination, too. This story contains ample imagery, onomatopoeia, and repetition.

Watercress written by Andrea Wang, illustrated by Jason Chin

A girl tells the story of her embarrassment of having to join her family in digging watercress out of a roadside ditch - which eventually turns into empathetic understanding as she learns how watercress connects to her family’s life in China. This book’s simply told story contains beautiful examples of figurative language and could be additionally taught in both the **Personal Food Connections** and **Food Justice** sections.

Luli and the Language of Tea written by Andrea Wang, illustrated by Hyewon Yum

Luli’s class is used to playing separately, especially since no one speaks English - or even the same language. One day, Luli brings a treat in her backpack - a teapot and cups and tea! She sets up a tea party, and one by one, her classmates connect to the tea in their own language and join the party. Then, they all share Luli’s favorite new English word - “Cookie!” as she opens a box to share.

Tomatoes for Neela written by Padma Lakshmi, illustrated by Juana Martinez-Neal

Neela loves cooking with her Amma (mother) and fills her notebook with recipes for all sorts of foods. Her favorite is when Neela and her Amma bring traditions of Neela’s Pati (grandmother) into their kitchen as they cook and preserve her tomato sauce. The story includes connections to seasonality and growing as Neela and Amma buy produce at the farmers market and Amma explains why tomatoes can only grow in certain seasons in certain places. The book includes

tomato recipes, facts, and information about farm workers and food justice. **May also be taught in the Food Justice section.**

Bring me an Apple and I'll Make you a Pie: A Story About Edna Lewis by Robbin Gourley

This story spotlights Edna Lewis and her family picking fruits and vegetables from their garden and foraging in nature as the seasons change, illustrating the early life and inspiration for Edna's career as a chef and cookbook author who is celebrated for sharing the importance of traditional methods of growing and preserving fresh foods from the garden. She was notably an African American female chef at a time when the majority of chefs were white men. An in-depth biography page and recipes accompany the story, which itself contains vivid imagery, figurative language, and excerpted songs and poems.

Try It! How Frieda Caplan Changed the Way We Eat written by Mara Rockliff, Illustrated by Giselle Potter

This book tells the story of Frieda Caplan, who noticed a limited selection of fruits and vegetables being sold when she took a job at a Los Angeles produce market in the 1950s. She started bringing more variety to the market, seeking out and introducing produce from local farms and far-off places alike! Thanks to Frieda Caplan's own produce company, we can find hundreds of varieties in our supermarkets today! And, her interest in trying new foods can inspire conversation about just taking a bite and trying something new. This book contains additional biographical information about Frieda Caplan's journey.

Text-Centered Lesson Spotlights

- Compare and contrast Cici and Anjali from the two featured readings through discussion or by writing pen pal letters back and forth between the two characters (RL3, RL6, RL9, W3, W4).
- Compare and contrast Cici or Anjali with characters from *Watercress* and "All-American Slurp." How are their feelings about their culture and its food similar and/or different? (RL3, RL6, RL9).
- After reading one of the featured texts, engage with a selection of the Additional Readings either as a class or in smaller reading groups. Have students create a scene in which the character from one of the texts enters the same cooking contest as Cici or Anjali. (RL9, W2)
- After making inferences about the origins of a food featured in one of the Additional Readings, have students research the food and its origins (RL1, W6, RL9)
- Have students think about a food from a specific culture (ideally one that is not featured in one of the additional readings), research that food's background and culture, and write their own children's book about the food. Options could be given to research and write about a food from students' own culture or to write about a Taiwanese food from *Measuring Up* or a Trinidadian-Indian food from *Stir it Up!* (this is a good strategy to make sure everyone has a culture to research and write about!). (RI7, RI9, W3, W6, W7)

Highlighted Food Origins & Food Culture Lessons:

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Pilot Light	Where in the World? Food Sources & Origins	<ul style="list-style-type: none"> - Learn more about geography by identifying areas of the world where food is produced, identifying networks of food movement, and making inferences about how food goes from farm to table - Identify where food comes from to get to their plates 	RI1
Edible Schoolyard	Indigenous Agriculture: Intercropping	<ul style="list-style-type: none"> - Explore Intercropping as an example of Indigenous agriculture where two or more crops are planted together in order to help each other grow - Engage with a text about the “Three Sisters” method of intercropping beans, corn, and squash - Plant a three sisters garden. 	6R1, 6R3, 6W5
FRESHFARM FoodPrints	Fall Harvest Celebrations	<ul style="list-style-type: none"> - Learn about traditional fall foods and different ways to celebrate the harvest - Trace the geographical origins of different foods that we eat during the fall and explore a variety of harvest traditions - Harvest fall produce from the garden and reflect on Native American perspectives on the natural world. 	4RI9, 4SL1
Pilot Light	Iriquois' Three Sisters in Agriculture & Nutrition	<ul style="list-style-type: none"> - Discover the practical application of why corn, beans, and squash are considered “three sisters” in agriculture by reading the legend of the “Three Sisters” and preparing a traditional succotash. 	RL3, RL9
Ag in the Classroom	Tasty Testing	<ul style="list-style-type: none"> - Discover the geographic regions where basil, oregano, and cilantro have cultural significance - Understand the role of evaporation in herb drying - Recognize the different properties of dried and fresh herbs 	RI1, SL1, SL2
Pilot Light	Bread	<ul style="list-style-type: none"> - Understand how to compare and contrast by comparing and contrasting different grains used around the world and then use this information to select grains to make a loaf of bread. 	RI1, RI2, RI3, W7, SL1
Pilot Light	Let's Tacobout Tacos	<ul style="list-style-type: none"> - Better understand the cuisine of other cultures by learning about the origin of tacos and by comparing and contrasting different ingredients used in tacos (such as corn and flour tortillas). 	3-5 RI1, RI2, RI3, 3-5 RI9, 3-5 W1, W2, W3
Pilot Light	Noodles Around the World	<ul style="list-style-type: none"> - Better understand the origins of pasta around the world and will better understand how to connect with their identity and others’ identities as they taste pasta (a dish loved around the world) together. 	3-5 RI/L1, RI3, 3-5 RI7, 3-5 W2, W3

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Pilot Light	Tacos al Pastor	- Interpret and identify the sources and origins of different foods and their ingredients by analyzing immigration patterns, learning about different cultures, and mapping the ingredients that make up the Taco Al Pastor.	6RI1
Ag in the Classroom	Taming the Wild Aurochs	- Read about and research the domestication of animals to better understand why and how they are raised on a farm - Create a timeline of animal domestication	RI1, RI3, RI6, RI7, SL1, SL2, SL3, SL4, SL5, L6
FRESHFARM FoodPrints	What the World Eats	- Observe the diversity of food cultures and traditions around the world - Using the book What the World Eats by Faith D'Aluisio and Peter Menzel as an anchor, analyze the weekly groceries of one family and compare their findings with their own diets and with families from different parts of the world.	5RI1, 5RI7, 5W5, 5SL2
FRESHFARM FoodPrints	Celebrating Food Stories	- Celebrate their own Food Stories and appreciate the diversity in the foods we eat. - Study a variety of food traditions from around the world, write and discuss their own food stories and create a food tradition with classmates.	5RL2, 5W3
Pilot Light	You are What You Eat	- Learn about different ingredients that can be used in a trail mix - Reflect on how their ingredient choices are the result of their unique background - Understand their family's food history and the foods that make up their family's specific culture.	RL7, RL9, W3
Pilot Light	Pizza & Neighborhoods	- Research neighborhoods in their city and create a signature pizza representing a neighborhood/area (current or historical identity) of their choice with less than 500 calories per slice.	RI1, RI5, RI6, RI7, W1, W2

Food & Nutrition Topic 4:

Personal Food Connections

Who are you? What do you eat? Are you what you eat?

This section explores ways that students can connect to their own identities through their experiences with food. Intersecting with the **Food Culture & Food Origins** section, many of the texts here connect food to culture - but also focus on how food gives us an outlet to explore our personal identities. These texts could be integrated into any units that connect to personal identity and that encourage students' individual reflection. They could be a strong jumping point for start-of-year classroom culture building and celebration of students' unique identities. Connected lesson plans highlight opportunities for students to explore themselves and their own connections to food and identity.

EQUITY NOTE: Be aware that some students may not connect to the idea of food having any relationship to culture. Perhaps they have families or live in situations where cultural food is not celebrated, or face food insecurity. Remember, “family” itself is not a concept that is universal to all children. Knowing your class is key! With this in mind, this section’s texts link to food, but also contain connections that simply center around memories with food or experiences with food. To ensure that all students have stories to tell and experiences to share, we encourage you to create classroom food experiences that can serve as material for students to write food memories.

Featured Texts:

[Recipe for Disaster](#) by Aimee Lucido

Inspired by her best friend’s bat mitzvah, thirteen-year-old Hannah decides she wants to embrace her Jewish heritage and have her own bat mitzvah. Her decision seems to come out of left field to her friends and non-devout interfaith family, who question whether Hannah is “Jewish enough.” Hannah’s deepest connection to her Jewish faith is food, a passion she shares with her Grandmother and older brother. Hannah’s journey is peppered with family recipes for traditional foods, as well as personal recipes for everything from her family to apologizing, making this novel an exploration of food, culture, identity, and growing up.

[Granny Torrelli Makes Soup](#) by Sharon Creech

Granny Torrelli finds twelve-year-old Rosie angry at her best friend Bailey - and knows just what to do to fix it: cook! As Granny Torrelli prepares the kitchen for her famous soup, Rosie’s story of anger at Bailey, who is legally blind, unfolds. Recipes for food and recipes for healing come together as Granny Torrelli weaves food and stories to help Rosie and Bailey understand friendship and empathy in new ways.

[Save me a Seat](#) by Gita Varadarajan and Sarah Weeks

Having just moved from India to New Jersey, Ravi enters fifth grade confident from his years of success as a top scholar at his old school, but quickly finds that his new school sees him in only one way: different. Joe has been at the school his whole life but enters fifth grade having had his best friends recently move away, which leaves him alone as he faces ridicule and misunderstanding about his auditory processing needs. Their needs are emphasized through the daily lunch experience, as Ravi struggles to find a table where he and his family's homemade Indian food fit in while Joe struggles to enjoy his favorite school meals thanks to his mother's new job as a cafeteria monitor. The two characters' come together as an unlikely pair to defeat the class bully - and learn critical lessons about themselves and the beauty of their individuality.

Food Fight by Linda B. Davis

Ben is looking forward to his sixth grade year as he goes into a new school with both his old friends and many new students, too. His two best friends have always been supportive of his eating - but trying to fit in and form a "squad" challenges their support for Ben. Ben tries to hide his Avoidant/Restrictive Food Intake Disorder - what his dad calls "picky eating" - but another student, Darren, seems always out to tease Ben for his eating. When the school plans an overnight trip to a colonial camp, will Ben be able to survive? Though this story doesn't feature a particularly diverse array of characters, it does shed light on ARFID and the challenges of fitting in with specific food needs.

Additional Texts (Readaloud):

Let Me Fix You a Plate by Elizabeth Lilly

Let me Fix You a Plate is a girl's story of her travels to visit two sets of grandparents: Mamaw and Papaw in West Virginia and Abuelo and Abuela in Florida, both places that are distinct in their food and family traditions. This book contains strong examples of imagery. **May also be taught in the Food & Culture section.**

Bilal Cooks Daal written by Aisha Saeed, illustrated by Anoosha Syed

Bilal and his father invite Bilal's friends to help make Bilal's favorite food, Daal - and they learn the power of patience as they wait for it to cook. Bilal has worries about what his friends will think of Daal, but their responses give him new confidence. **May also be taught in the Food & Culture section.**

Text-Centered Lesson Spotlights

- As you read *Recipe for Disaster* or *Granny Torrelli Makes Soup*, analyze how recipes are used in different ways. What is the impact of the recipes that are not for food? (RL1, RL3, RL4, RL5).
 - Have students write their own personal recipes - a recipe of yourself, a recipe for a certain feeling or action, even a recipe for an awesome classroom! (W3)
- Compare and contrast Hannah's experiences in *Recipe for Disaster*, Rosie's experiences from *Granny Torrelli Makes Soup*, Ravi's experiences in *Save Me a Seat*,

and/or Ben's experiences in *Food Fight*. How are the characters' experiences similar and/or different? (RL3, RL6, RL9)

- As you read each text, discuss: What is the theme or central idea of the text? (RL2)
How does the narrator or speaker's voice influence how the story is told? (RL6)
- As you read *Save Me a Seat*, discuss the effect of alternating between Joe and Ravi's stories. Why do you think the author chose to tell the story this way? How would the story be different if told from only one character's point of view? (RL5, RL6)
- As you read any of the stories here, invite students to think about the characters' feelings and ways that they might personally relate to those feelings from their own lived experiences (R9)
- After reading one of the Featured Texts, read *Bilal Cooks Daal*. Invite students to consider how Bilal might have similar or different feelings from the character in the novel. Have students write their own short story for younger children featuring the character from the novel they read (W3, W4, R9)

Highlighted Personal Food Connections Lessons:

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Edible Schoolyard	Making Sense of What we Read	<ul style="list-style-type: none"> - Use a text analysis practice to reflect on what makes a text "trustworthy" - Think about their experiences and identities in relationship to the text's creator, and to question the biases they may hold. 	6R1, 6R7, 6R8, 6R9, 6W7, 6SL3
Edible Schoolyard	Kitchen Reflection Wheel	<ul style="list-style-type: none"> - Respond to prompts for reflection in kitchen classroom 	W2
Edible Schoolyard	Introduction to Final Project	<ul style="list-style-type: none"> - Develop questions and conduct research that respond to topics and issues of organic that feel important to them. - Synthesize their findings in a written response that includes critical analysis and directly cites information and perspectives from multiple sources 	6R1, 6R7, 6R8, 6R9, 6W1, 6W2-7, 6SL1-6
Edible Schoolyard	Interview a Community Food Member	<ul style="list-style-type: none"> - Investigate how individuals near them grow food and care for the land - Interview a community member who grows food to learn about their experiences and food knowledge. 	6W4, 6SL1, 6SL3, 6SL5
Edible Schoolyard	Interview an Elder	<ul style="list-style-type: none"> - Interview an Elder - Reflect on their experiences in the kitchen - Engage in collaborative conversations 	W3, SL1
Edible Schoolyard	Farming and Family	<ul style="list-style-type: none"> - Reflect on their personal relationship and their family's relationships with farming - Interview a family member and conduct research into their family's history with growing food 	6W4, 6SL1, 6SL3, 6SL5

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
FoodCorps	Learning from Our Elders	<ul style="list-style-type: none"> □- Articulate how one person's food preferences, experiences, and traditions have changed over time. - Compose thoughtful questions and conduct an interview with an elder in their community. 	4W4, 4SL1, 4SL3, 4SL5
Edible Schoolyard	Food Memories	<ul style="list-style-type: none"> - Write a food memory 	W3
Edible Schoolyard	Kitchen Habits of Mind	<ul style="list-style-type: none"> - Practice reflective thinking and responding to kitchen habits of mind: embrace failures as learning opportunities, stay curious, observe using all of your senses, and know when to challenge yourself and when to ask for help - Read about kitchen mindsets in preparation to start cooking 	RI9, W4, W5
FoodCorps	Food Memory Tourists	<ul style="list-style-type: none"> - Orally describe memories using sensory detail - Write and revise food memory narratives to incorporate sensory detail. 	4W3
FRESHFARM FoodPrints	Recipe of Me	<ul style="list-style-type: none"> - Understand how to navigate recipes in order to successfully prepare a dish - Examine a variety of recipe formats, identify common elements and choose one format to write their own Recipe of Me - They will also illustrate a favorite recipe and explore sensory language by describing items from the garden. 	4W4, 4L5, 4L6

Food & Nutrition Topic 5:

Food Justice

What is food justice? How has disproportionate access to food affected societies? How can we learn from stories of food insecurity past and present to become food justice advocates for our future? How can we support food access in our communities?

This section features texts that explore food from a justice-based perspective both past and present. Historical texts and lessons invite students to think about the complicated history of food and justice in America and beyond. Modern-day readings and lessons about food insecurity and food justice offer opportunities for students to connect and empathize. These texts, especially those that may hit close to home for students, should be integrated into the classroom carefully with awareness of students' backgrounds and context.

EQUITY NOTE: It is critical that you consider and positively lift food access in your own community for your students. This might include celebration of school lunch or sharing information about SNAP/EBT opportunities in your community or in conjunction with a local farmers' market. Be especially sensitive to food shaming that can come from students deciding - particularly at these critical years of adolescent development - that free school food is "not cool"; you may never know which students rely on these meals as their central source of healthy food. By digging deeper and connecting with your school food staff and **NYC's school food plans**, you can become an advocate of positive food access and destigmatizing school food in your community.

Featured Texts:

[Seed in the Sun](#) by Aida Salazar

Growing up in a family of migrant farm workers in the 1960s, much of Lula's life is uncertain. School is always changing as her family moves with the crops and her father's happiness seems to be gone more and more each day. When her family finds themselves in Delano, California in 1965, they are suddenly in the midst of a growing labor movement: a strike of Filipino and Mexican farm workers against the growers' unfair practices. Led by Dolores Huerta, Cesar Chavez, Larry Itliong, Philip Veracruz, and others, Lula and her family come to learn the power of nonviolent resistance and the value of using your voice for justice. This text is told in verse and features vivid imagery, figurative language, and various poetic forms, and you can access an [educator's guide](#) and accompanying [resources](#) on the author's page.

[Free Lunch](#) by Rex Ogle

In this novel based on a true story, the stigmas surrounding poverty follow 6th grader Rex seemingly everywhere he goes. Rex's family has moved to a new neighborhood and his mother has signed him up for the free lunch program, leaving him feeling isolated from his elementary school friends. Ashamed of his experiences at home, from food insecurity to physical abuse, Rex

only wants to find ways to fit in. This text creates a relatable jumping point for real talk about food insecurity and poverty. Recommended for classrooms in which a strong culture of trust has been established and teacher-facilitators who are comfortable addressing uncomfortable issues.

Esperanza Rising by Pam Munoz Ryan

Esperanza's life changes forever when her wealthy family experiences a sudden hardship and she and her mother must travel from Mexico to a migrant farm camp in California. Set in the 1930s, the impacts of the Great Depression on communities and agriculture are woven throughout this story of a young girl's quest to persevere amidst hardship.

The Circuit: Stories from the Life of a Migrant Child by Francisco Jiménez

Set in the 1940s, this collection of stories follows the experiences of Panchito and his family who cross the border from Mexico to the United States and find themselves in a seemingly never-ending cycle of moving in search of seasonal jobs as migrant farm workers. The semi-autobiographical story reflecting Francisco Jiménez's own life shows the real experiences that migrant farmers - and their children - face. This text can be read in full or used as excerpted readings, such as the chapter titled "The Circuit," and can be paired with readings about migrant farm work in the present day.

Additional Texts:

César: Sí, Se Puede! Yes, We Can! written by Carmen T. Bernier-Grand, illustrated by David Diaz

This biography of César Chavez is told through poems and illustrations that weave together words of Chavez himself, vignettes of his life, and Spanish phrases. Backed with extensive sources and research, this text is a palatable and manageable biography of Chavez, and could easily stand on its own as a readaloud, readers' theatre, or jigsaw reading or could compliment *Seed in the Sun*.

Harvesting Hope: The Story of Cesar Chavez written by Kathleen Krull, illustrated by Yuyi Morales

This picture book tells the story of Cesar Chavez, from his childhood on a beautiful ranch in Arizona to the family's struggles during the Great Depression and through to his organizing and leading of a workers' rights movement. Unlike *César: Sí, Se Puede! Yes, We Can!* and *Seed in the Sun* this text tells Chavez's story through to the end of the farmworkers' march to Sacramento and Chavez's signing of the first contract for farmworkers.

Side by Side: The Story of Dolores Huerta and Cesar Chavez written by Monica Brown, illustrated by Joe Cepeda

This bilingual picture book (with parallel translation in Spanish) traces the childhoods of both Cesar Chavez and Dolores Huerta and their meeting and collaboration to lead the nonviolent fight for farmworkers' rights.

The Good Garden: How One Family Went from Hunger to Having Enough written by Katie Smith Milway, illustrated by Sylvie Daigneault

This picture book, published by Citizen Kid, tells the story of eleven-year-old María Luz and her family whose farm in Honduras faces a challenging season thanks to drought and insects. When María Luz's papa must leave to find other work to buy seeds and feed his family, María Luz is worried - especially that her family will need to buy seed from the "coyotes," middlemen who drive farmers into debt. When a new teacher brings sustainable agricultural visions to María Luz's school, she decides to take the farm into her own hands and works to transform it with the help of her little brother. The [publisher's teaching guide](#) contains some excellent lesson connections, as well as notes on equity to support students in understanding the roots of indigenous Hondurans' struggles. This text is also a strong choice for the **Food Systems** section.

[One Hen](#) written by Katie Smith Milway, illustrated by Eugenie Fernandes

Kojo is a young boy in a village in Ghana, where village families contribute funds to create rotating loans for larger purchases. When it is Kojo's mother's turn for a loan, Kojo is given a bit of the money - which he uses to buy one hen. From there, Kojo works hard to build up his profits and expand his hen operation and farm, eventually allowing him to go to school. This text is based on the true story of Kwabena Darko, whose tiny poultry farm like Kojo's grew into the largest in Ghana and spurred his creation of a thriving microloan program. The publisher's accompanying [learning resource material](#) for teachers includes lesson and activity ideas that connect to food justice and youth advocacy, as well as understanding the global food system, and the even more extensive [One Hen website](#) includes an array of lessons about youth entrepreneurship and activism related to the text.

[111 Trees](#) written by Rina Singh, illustrated by Marianne Ferrer

111 Trees tells the true story of Sundar Paliwal who decides to combat gender discrimination, inequality, and environmental challenges in his village in northern India by planting 111 trees to honor the birth of every girl in the community. What grows is more than just trees: food, water, and opportunity are nourished alongside the land thanks to Sundar's vision. The publisher's [teaching guide](#) provides ample discussion prompts for guided reading and a hands-on extension planting activity.

[Katie's Cabbage](#) written by Katie Stagliano, illustrated by Karen Heid

This picture book tells the first-hand story of Katie, a third grader in South Carolina whose class assignment to grow a cabbage seed brings her to connect with a local soup kitchen - and eventually expand her project into a network of gardens dedicated to donating vegetables to those who need them most. Katie's Krops continues to grow, now run by grown-up Katie. Read more at the [Katie's Krops Website](#).

[Maddi's Fridge](#) written by Lois Brandt, illustrated by Vin Vogel

Maddi and Sofia are best friends who go to the same school, live in the same neighborhood, and play at the same park. When Maddi learns that Sofia's fridge is empty - while hers is full of nutritious food - she is torn between keeping Sofia's secret and figuring out a way to help her best friend. This text creates a relatable jumping point for real talk about food insecurity and poverty. Recommended for classrooms in which a strong culture of trust has been established and teacher-facilitators who are comfortable addressing uncomfortable issues.

Alex McGreen and the Tale of the Mysterious Kale written by Rayna R. Andrews, illustrated by Brian Bzdawka

When Alex's class is sent home due to the school finding lead in the water, Alex's community is told to eat leafy greens to help get rid of toxins in their bodies. With help from her grandpa and a little accident, Alex and her grandpa grow an abundance of kale in record timing - and Alex's mom turns the kale into cookies, chips, and smoothies to share with her classmates. Alex's classmates find themselves unexpectedly excited to eat leafy greens in so many delicious ways!

MC Veggie Fresh Rocks the Mic by Shanon Morris, illustrated by Merve Terzi

Clementine signs up for her school's Healthy Heroes competition. Though she's first intimidated by her classmate Edgar who loves junk food, she gains confidence and inspiration when she hears her neighbors freestyle rapping across the street. She writes her own rap and performs her speech as "MC Veggie Fresh" - hyping up her classmates to eat fresh veggies and join the local community garden, just like she does with her mom!

Chef Roy Choi and the Street Food Remix written by Jaqueline Briggs-Martin and June Jo Lee, illustrated by Man One

Roy moved to Los Angeles from Korea when he was a baby and grew up around his parents' restaurant - until it closed and the family moved away from the city. Roy later found his place in culinary school, but found it challenging to keep up in the restaurant scene. When a friend suggested Korean tacos - "a street food remix" - Roy and his friends took a chance and created their own edition of "L.A. on a plate" that they sold out of a food truck. Roy's tacos quickly became popular, and his Kogi trucks spread across the city. He continued to expand to cafes and his new fast food "Loco!" restaurants - all with the aim of bringing fresh ingredients, jobs, and good food to communities across Los Angeles. **May also be taught in the Food & Culture section.**

Magic Ramen: The Story of Momofuku Ando written by Andrea Wang, illustrated by Kana Urbanowicz

This story tells the true story of Monofuku Ando, who is inspired to find a way to combat hunger in the world after World War II upon seeing hungry people wait in long lines for a bowl of ramen noodles - if they could afford them. According to Ando, "the world is peaceful only when people have had enough to eat." He tries out a number of different food businesses and spends a whole year experimenting with making ramen noodles of his own, trying to find a way that people "anywhere, anytime" could make ramen noodles using only hot water. Ando does not give up and eventually creates the first instant ramen, a food accessible to all. **May also be taught in the Food & Culture section.**

Text-Centered Lesson Spotlights

- As you read *Seed in the Sun*:

- consider the role of poetic verse to tell the story. What impact do different poetic forms have on the story? (RL4, RL5)
- look for examples of figurative language. What does the language mean and how does it impact the reader's understanding and feeling about the text? (RL1, RL5).
- discuss Lula's dreams as they develop. What do her dreams represent? What does her voice represent? (RL1, RL2).
- If your class has read *The Omnivore's Dilemma*, discuss how the two texts are related. How has reading *The Omnivore's Dilemma* helped your understanding of *Seed in the Sun*? (RI/L8, RI/L9)
- Read *Esperanza Rising* and/or *The Circuit* (or even just the chapter titled "The Circuit"). Compare and contrast to *Seed in the Sun*. How are the characters' experiences similar and/or different? (RL1, RL5, RL6).
 - Create a conversation between Lula from *Seed in the Sun* and Esperanza (from *Esperanza Rising*) or Francisco (from *The Circuit*) using evidence from each text to determine the character's voice and thoughts. (RL 3, RL6, W3, W4)
- As you read *Free Lunch*, have students discuss food insecurity and the impact of stigma on school lunch. Create a space to celebrate school lunch. How can students be advocates of the benefits of eating school lunch? (RL1, RL2)
 - Discuss New York City's universal free lunch policy before and after reading *Free Lunch*. Do you think it is a good idea for NYC to offer free lunch to all students? Why or why not? After reading the text, use evidence from *Free Lunch* to back up your argument. (RL1, RL9, W1).
- As you read the Additional Texts, ask students to analyze in what ways the main character is an agent of change in their community. How is the character's story one that impacts justice in their community? (RL1, RL2) How does the character compare and contrast to other characters in the text selections? (RL6, RL9).
- After reading text selections, create a social justice project in which students tackle an issue in their school community. This could be as simple as making encouraging posters for the cafeteria to encourage healthy eating and trying school food, or could be as in-depth as a longer project-based module centered around the school garden or students' own passion projects.

Highlighted Food Justice Lessons:

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Ag in the Classroom	Esperanza Rising	- Read the novel <i>Esperanza Rising</i> written by Pam Munoz Ryan to examine the lives of migrant workers, agricultural economics, the impact of agriculture to rural communities, agricultural history, and how fruits and vegetables have been harvested historically and are harvested currently	RL1, RL2, RL3, W2, W7, SL2, SL4

Ag in the Classroom	Dark Days	<ul style="list-style-type: none"> - Examine the modern and historical importance of soil erosion in Utah and on the Great Plains during the Dust Bowl *** <i>This lesson is directly connected to Karen Hesse's Out of the Dust and could be used in conjunction with other historical fiction/nonfiction readings related to the Dust Bowl.</i> *** 	W3, W4, W6
Edible Schoolyard	Farm Worker Conditions	<ul style="list-style-type: none"> - Learn about the conditions experienced by farm workers in the United States - Read about some of the organizations working to protect farm worker rights and improve working conditions. 	6RI1, 6RI7, 6RI8, 6RI9, 6W1, 6W6, 6W7
Edible Schoolyard	Organic and Action	<ul style="list-style-type: none"> - Learn about three different forms of action that can be taken to make positive change - Study individuals and organizations employing each of these kinds of action on issues related to "organic." 	6RI1, 6RI2, 6R3, 6W5, 6W6, 6SL1, 6SL3, 6SL4
Edible Schoolyard	Strawberries and Labor	<ul style="list-style-type: none"> - Examine an infographic on strawberries and labor that shows the connections between strawberry growing, production, and immigration policies. - Choose from a list of topics explored in the infographic and complete a close read. 	6RI1, 6RI2, 6R3, 6W5, 6W6, 6SL1, 6SL3, 6SL4
Edible Schoolyard	Resources for Social Action Projects	<ul style="list-style-type: none"> - Explore additional information around social action projects (provides links to further resources and curricula) 	
FoodCorps	Agents of Change	<ul style="list-style-type: none"> - Read about an agent of change in the food system and then reflect on ways to make change in food in their community or school (ex text is: Kathleen Krull's Harvesting Hope: The Story of Cesar Chavez) 	4RL1, 4RL2, 4RL3
Pilot Light	Titanic Proportions & Scaling	<ul style="list-style-type: none"> - Better understand food's role in our history and food's relation to socio-economic status by interpreting and scaling recipes used both on the Titanic and in their schools. 	3-5 RI1, RI3, 3-5 RI7, 3-5 W2
Pilot Light	Refugee Camps & Cooking	<ul style="list-style-type: none"> - Create a recipe similar to one that could be found in a refugee camp, identify living conditions of refugees, recall issues that refugees face concerning food, identify ways to be more understanding of others' relationship with food, and manipulate recipes using problem-solving skills. 	RI7, W4

Food & Nutrition Topic 6:

Healthy Eating

What should we eat? How much? Why? What food choices can you make in your life? What healthy - and unhealthy - choices are available to you?

In this section, lessons focus on direct understanding of nutrition. This works nicely with the **Food Systems** section, but can be incorporated anywhere, at any time! Readings and lessons listed here might be incorporated alongside Science or Health instruction for interdisciplinary learning, but could just as easily connect to social studies curricula about the development of human societies or a unit of survival stories where characters must live and find food in challenging environments.

EQUITY NOTE: Going into nutrition education, it is important to recognize that children often have little say in what they are fed and where it comes from. Centering learning examples around what is available to all - such as school lunch or foods shared in a school garden - helps all students to connect and learn and feel empowered. Nutrition is critical for youth from all backgrounds to learn, but can feel out-of-reach if students' own food contexts are not considered. You might even ask students to share (privately or in class, depending on classroom culture) places where they eat. While fast food restaurants and bodegas may not be the healthiest, they may be the most accessible to your students. You can engage students in highlighting options in these locations that meet different nutritional needs and even engage students in thinking about where they have the power to choose their own food - whether that's in the cafeteria or spending a few dollars after school.

Featured Text:

[Are You What You Eat?](#) Published by DK

This engaging informational text is rich with facts about nutrition and our bodies. With colorful graphics, historical context, pictures, and quizzes, this book provides background information on nutrition in a way that is digestible for youth and adult readers alike. This text could be used as reading to parallel food and nutrition studies across disciplines, or could be utilized as an engaging informational text to help readers understand nutrition in a relatable way.

Text-Centered Lesson Spotlights

- As students read *Are You What You Eat?* ask questions about each section's central idea, make inferences about how different foods impact health, and consider how the graphics help to understand the text (RI1, RI2, RI7, RI8, RI9).
- As you engage with additional readings from the Featured Lessons, consider how the readings compare and contrast to what was learned in *Are You What You Eat?* (RI3, RI6).

- Ask students to consider “What is healthy eating?” before, during, and after reading *Are You What You Eat?* Have students use evidence from the text to back up their argument. (RI1, RI2, W1, W2).

Highlighted Healthy Eating Lessons:

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Edible Schoolyard	What is Flavor?	- Know the basic components of flavor.	6RI1, 6RI3, 6L6
Pilot Light	The Green in Me	- Develop and advocate for strategies that will promote a healthy lifestyle for themselves, their families, and their communities - Create smoothies using fresh produce (from the school garden if available)	3-5 RI1, RI3, RI7
Pilot Light	Salad: Solutions & Mixtures	- Understand the characteristics of mixtures and solutions by creating their own salad dressings.	RI1
Pilot Light	Seasonality: Everything in its Own Time	- Practice reading and math skills while tasting produce that is in season locally and creating a unique recipe using seasonally available ingredients.	RI1, W2
Edible Schoolyard	Debate Plate Lesson Series	- Discuss and reflect on the factors and considerations that influence personal food choices - Consider the impacts of food choices on personal well-being, the environment, and other people - Debate the questions, complications, and paradoxes associated with the what’s, how’s, and why’s of food choices.	6RI, 6R2, 6R3, 6RI6, 6RI8, 6SL1, 6SL2, 6SL3, 6SL6, 6L6
FoodCorps	Becoming Cafeteria Mentors	- Identify and communicate to younger students how to navigate the salad bar to build a balanced meal in the school cafeteria	4W4, 4SL5
FoodCorps	Poetic Produce	- Explain that various fruits and vegetables, such as tomatoes, have different varieties - Describe different produce varieties in detail - Collaborate on a creative expression piece - Define “preference,” identify tastes and textures that they prefer, and explain that different people have different food preferences	4W4

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
FRESHFARM FoodPrints	Investigating Ingredients	<ul style="list-style-type: none"> - Read ingredient lists on a variety of packaged foods and use those lists to evaluate the claims and presentation on the front of the package - Harvest ingredients from the school garden and analyze a meal by carefully examining all of its ingredients. 	4RI7, 4SL1
FRESHFARM FoodPrints	Why Choose Whole Grains?	<ul style="list-style-type: none"> - Understand the health benefits of eating whole grains - Learn about the three main parts of these edible seeds and the nutrients each contains - Grind their own whole wheat and white flour, conduct an experiment on the digestion of whole and refined grains, observe sprouted grains - Create an educational poster to teach younger students about the benefits of eating whole grains 	4RI3, 4W2, 4W4, 4W5
Pilot Light	What's in Your Hot Chips?	<ul style="list-style-type: none"> - Better understand nutrition labels and healthy alternatives by comparing and contrasting nutrition labels from two brand name snack foods (chips) and by creating their own healthy version of hot chips using a variety of spices. 	RI1, RI3
Pilot Light	What Am I Eating?	<ul style="list-style-type: none"> - Use the skills of comparing and contrasting to evaluate nutrition labels (functional/informational texts) of a variety of foods. 	RI3, W2
Pilot Light	Astronomy: Out of this World Food	<ul style="list-style-type: none"> - Better understand the many implications of meal planning in space by collaborating in small groups to learn about the categories of food that can be consumed during space travel, by creating a meal plan for an astronaut, and by creating recipes for foods that can be eaten in space. 	3-5 RI1, RI2, RII4
Pilot Light	Granola	<ul style="list-style-type: none"> - Read and make a claim about whether granola is good for you - Better understand how food choices are personal and affect your health while gaining experience with healthier foods that taste good by creating a granola recipe that is high in flavor and low in calories. 	3-5 RI1, RI3, RI7, RI8, RI9, W1, W4, W7
USDA Serving Up My Plate	We Are What We Eat	<ul style="list-style-type: none"> - Identify the five main food groups and name a variety of nutritious examples of foods in each. - Explain how MyPlate serves as a reminder for how to eat a healthier meal. - Create and describe a healthy meal containing a food from each food group. 	4RI1, R417, 4W2, 4W5, 4W6, 4W7

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
USDA Serving Up My Plate	You Be the Chef	<ul style="list-style-type: none"> - Identify what foods to eat more of, and explain that nutrients in food help us grow and stay healthy. - Name at least three reasons why it is important to eat foods from all five food groups for a healthy diet. - Apply their knowledge of healthy foods and food groups to create a healthy meal or snack for an athlete 	4RI7, 4W2, 4W4, 4W5, 4W6, 4W7
USDA Serving Up My Plate	Know Your Nutrients	<ul style="list-style-type: none"> - Identify the six main nutrients and a variety of foods that contain them. - Explain how nutrients help us grow and stay healthy. - Apply knowledge of healthy foods and food groups to create a healthy meal or snack. 	4W2, 4W4, 4W5, 4W6, 4W7
Common Threads	4th Grade Lesson 2: Nutrition	<ul style="list-style-type: none"> - Read nutrition labels - ELA Extension: Make argument for which item is the most nutritious 	4W2
Common Threads	4th Grade Lesson 3: Fruits & Vegetables	<ul style="list-style-type: none"> - Learn health benefits of eating fruits and vegetables - ELA Extension: Make & present a poster showing the benefits of selected fruits or vegetables 	4SL1
Common Threads	4th Grade Lesson 4: Protein	<ul style="list-style-type: none"> - Connect the importance of protein to physical health - ELA Extension: Write a letter to a favorite athlete about the importance of protein 	4SL1
Common Threads	4th Grade Lesson 5: Whole Grains	<ul style="list-style-type: none"> - Learn about the importance of whole grain and how to identify whole grains from a food's nutrition label 	4SL1
Common Threads	4th Grade Lesson 6: Healthy Hydration	<ul style="list-style-type: none"> - Visualize how much sugar is in their favorite drinks - ELA Extension: Research sugars hiding in their favorite foods 	4W7
Common Threads	4th Grade Lesson 7: Facts on Fats	<ul style="list-style-type: none"> - Learn about sources of fats and types of healthy and unhealthy fats 	4SL1

¹² Note that Common Threads lessons follow a parallel pattern for 5th and 6th grade, so you can include according to grade level.

Organization:	Lesson Link:	Objectives - Students will:	Standards addressed:
Edible Schoolyard	How to Read a Recipe	<ul style="list-style-type: none"> - Understand the difference between precise recipes and flexible recipes. - Practice critical thinking skills by analyzing recipes. 	RI7, SL2
Edible Schoolyard	Final Project: Recipes of Meaning	<ul style="list-style-type: none"> - Make choices in the ingredients of their recipes and reflect on those selections - Document their cooking processes and demonstrate that they have practiced skills presented throughout the curriculum 	6W2, 6W4, 6SL5, 6SL6
USDA Serving Up My Plate	Decisions , Decisions !	<ul style="list-style-type: none"> - Identify ways to limit the consumption of solid fats, added sugars, and sodium. - Read, compare, and analyze Nutrition Facts labels to determine which snack is a healthier alternative. - Summarize the benefits of limiting the consumption of solid fats, added sugars, and sodium. 	RI7, RI8, SL2, SL3
Tisch Center for Food, Education, and Policy & KiKim Media	In Defense of Food Curriculum	<ul style="list-style-type: none"> - learn about healthy eating as they engage in hands-on activities and reflect on and make connections to Michael Pollan's film <i>In Defense of Food</i> <p>***<i>This curriculum contains 10 lessons all centered around hands-on explorations of our food system and the benefits of eating "real foods" from nature as opposed to processed products. While the lessons are not reading heavy, they are strong compliments to other units on food systems (such as connected to Pollan's The Omnivore's Dilemma: Young Readers Edition) or units on healthy eating, and the film provides a way to integrate a variety of resources.</i> ***</p>	R7, SL2, L6