

Starting Sprouts for Readers & Eaters:

A Guide to Integrating Food & Nutrition Education
in Early Elementary Literacy Curricula

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**A project of the Laurie M. Tisch Center for Food, Education, and Policy
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Expanding Food Education & Literacy in New York City

In the summer before the 2023-24 school year, the Laurie M. Tisch Center for Food, Education, & Policy released *Growing Great Readers: A Guide to Integrating Food & Nutrition Education in Literacy Curricula*. With a focus on 4th-6th grades, this guide saw much positive feedback from teachers across New York City and beyond, and was adapted for classrooms across elementary and middle school ages. With repeated requests to include even more for young readers, we are pleased to share *Starting Sprouts for Readers & Eaters: A Guide to Integrating Food & Nutrition Education in Early Elementary Literacy Curricula*, which is specifically written for a Kindergarten through Third Grade audience. Like *Growing Great Readers*, this guide can be utilized by teachers above and below the K-3 window, but is specifically tailored to those ages, standards, and content.

Food literacy continues to be a pressing need for students in schools across New York City - and across the United States and beyond. At the Laurie M. Tisch Center for Food, Education, and Policy, we believe that all students should be explicitly taught food literacy in their core education. This guide offers opportunities for food literacy to become the *content* in literacy (reading, writing) classes. In addition to having explicit connections to literacy classrooms, it can be used across subjects to integrate literacy-rich approaches when teaching topics related to food and nutrition. Visit the [Tisch Food Center's Curriculum page](#) for additional teaching ideas for integrating food and nutrition across the curriculum.

This guide focuses on six thematic areas that are different from, but connected to, *Growing Great Readers*, as it aims to connect topics that can be easily woven into the early elementary classroom. **Food and the Five Senses** celebrates resources for using a full sensory approach to learning about food (and building a rich vocabulary!). **Steps and Sequences** features texts that are rich in sequential details to teach reading of informational texts such as recipes and how-to books, as well as to utilize transition words and scenes in narrative writing. **Food & Culture & Fitting In** highlights a variety of food cultures and showcases characters navigating learning about others' cultures and proudly fitting in with their own. **Food Leaders** features individuals who play a leadership role in the food system - from real-life chefs to children (real and fictional) who grow gardens and make their communities better through food. **Where Food Comes From** connects students from farm to table (and all the steps in between) and also contains a rich array of texts that highlight how gardens and farms function and grow (from seeds to bees to compost). **Poetry from Plants to Plates** features food and garden poetry that provides a strong jumping point for students' own poetic musings about their food and garden experiences. And, as all sections are deeply connected, many texts and lessons noted in a given section can also be integrated into others.

For each section, a set of texts are presented that could be utilized to complement an existing curriculum or build a new unit to integrate food and nutrition into the classroom. No texts are repeated from our original [Growing Great Readers: A Guide to Integrating Food & Nutrition Education in Literacy Curricula](#), which is geared toward 4th-6th grade students but features many picture books that could be utilized for a younger audience too - so we encourage you to

check out that resource for additional resources. The texts shared in this guide are an exciting collection to bring to the classroom, whether for read aloud books, literature circles, or resources in a classroom library. Each text presented is linked to the author or publisher's page.

We highlight, too, lesson ideas, as well as an array of published lessons from respected organizations around food systems literacy. Please do note that while these lessons are featured, they have not been evaluated by the Tisch Food Center. We encourage you to use them for inspiration, but please perform your own due diligence to ascertain whether lessons or programming adheres to specific standards or requirements for your school or classroom.

Finally, the guide features Equity Considerations, or notes about ways to ensure that your teaching in Food & Nutrition Literacy is culturally responsive and represents the nuanced needs of all students in your classroom. We encourage you to use these considerations to guide your work, but be sure to dig deep into your own classroom setting and incorporate any adjustments needed to ensure that you are best meeting the needs of *your* students.

While we know that there is still a long way to go to ensure that all children have access to fresh, reliable, locally-sourced meals every day, we celebrate the steps that New York City School Food has taken in this direction and hope that this guide will allow teachers to complement this work through the curriculum. Even if we cannot create the opportunities for students to all have access to the foods they need all the time, we can give them understanding and tools that can influence their own food choices whenever possible now and later in life.

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 Kindergarten through 3rd grade students. Each area contains text recommendations, lesson plans from highlighted free¹ 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. Food & the Five Senses
2. Steps & Sequences
3. Food & Culture & Fitting In
4. Food Leaders
5. Where Food Comes From
6. Poetry from Plants to Plates

2. Use the [Starting Sprouts for Readers & Eaters Lesson Guide Database](#), lessons selected from highlighted organizations that are organized and searchable by reading and literacy standards. Highlighted standards include K-3rd 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 food literacy 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 core curriculum and ideas for how these can be linked to Food & Nutrition Topic Areas.

¹ Common Thread curricula is available for a \$25 fee. All other curricula are available for free and accessible online.

NYC and Core Curriculum

New York City schools' [reading and literacy curriculum](#) includes selections informed by the Science of Reading: Great Minds Wit & Wisdom, HMH Into Reading, and Imagine Learning EL Education (formerly Expeditionary Learning 2.0). Below you will find an overview of each curriculum's units that have direct ties to Food and Nutrition Education.

Great Minds Wit and Wisdom:

In Kindergarten, Wit & Wisdoms Module 1: The Five Senses provides a perfect opportunity to begin to expose students to hands-on use of their five senses - and readings about the five senses and food [**Food & the Five Senses**]. Module 2: Once Upon a Farm offers a direct tie-in to considering how our food is grown [**Where Food Comes From**].

First graders might deepen these studies with Module 2: Creature Features, a chance to consider again, how food is grown - and expand upon kindergarten understandings to explore the world of soil [**Where Food Comes From**].

Second grade's Module 1: A Season of Change presents further opportunities to study the origins of food [**Where Food Comes From**] and Module 2: The American West, creates changes to think about indigenous food cultures to the United States [**Food & Culture & Fitting in**]. Module 3: Civil Rights Heroes connects directly to learning about leaders in our food system, including youth leaders that might inspire students to make a difference [**Food Leaders**]. Second grade's Module 4: Good Eating is a perfect tie to all sections of this guide - and a perfect time to build out food literacy!

Third grade Module 1: The Sea presents more opportunity to deepen connection to food production, remembering that the ocean provides a wealth of foods [**Where Food Comes From**]. Module 3: A New Home is another opportunity to utilize supporting texts in **Food & Culture & Fitting In**, especially as the module highlights featured texts like *Tea with Milk* by Allen Say and *Laila's Lunchbox: A Ramadan Story* Written by Reem Faruqi; illustrated by Lea Lyon.

HMH Into Reading:

HMH Into Reading's Kindergarten Curriculum creates opportunities to incorporate Food Literacy into a variety of areas. Module 3's Community Map is a prime time to think about food leaders in the community [**Food Leaders**]. Module 4's focus on different health habits like exercise and sleep can be well-complimented by discussing healthy eating [**Food & the Five Senses, Poetry from Plants to Plates**]. Module 5's project to make a difference in the

school community is a great time to further emphasize **Food Leaders**. Module 7's connection to making observations in nature and writing nature poems can connect to both **Where Food Comes From** and **Poetry from Plants to Plates**, as well as **Food & the Five Senses**. The use of *Last Stop on Market Street* by Matt de la Pena in kindergarten creates chances to add in additional texts that build an equity lens around food insecurity and food pantries [**Food Leaders**].

First Graders' studies in Module 3 of how animals use their bodies to survive is a great time to connect to plant and animal adaptations that allow us to have food [**Where Food Comes From**], which can be further tied into Module 5's study of the seasons and writing a folktale about how something in nature came to be.

Second Graders Module 5 invites them to connect with stories about leaders in their community, which presents the direct connection to **Food Leaders** - and maybe even a chance to find a food leader in the school cafeteria, a local community garden, or a nearby restaurant. Module 6: Weather Wise includes poems and Module 7 features nature and nature poems - perfect ties to **Poetry from Plants to Plates**. Second grade's Module 8 focuses on plants' basic needs, another chance to tie in to **Where Food Comes From**, and this module's emphasis on sequences and how-to opens the door to **Steps & Sequences** in food, too!

Third Grade's Module 2 focus on poetry and writing letters features *Dear Primo: A Letter to my Cousin* by Duncan Tonatiuh which is a great tie in to many texts in **Food & Culture & Fitting In**, as well as **Poetry from Plants to Plates**. Module 7 on how one person can make a difference in their community is a prime connection to **Food Leaders**, especially as it features texts such as *One Plastic Bag* by Miranda Paul and *Farmer Will Allen and the Growing Table* by Jaqueline Briggs Martin

Imagine Learning EL Education (formerly Expeditionary Learning 2.0):

Kindergarten is a perfect time to tie-in an introduction to food systems by discussing how gardens grow. Kindergarten EL includes studies of weather (Module 2: Weather Wonders) and Trees (Module 3: Trees are Alive; Module 4: Enjoying & Appreciating Trees). Building ties to gardens (and even hands-on garden-based learning!) is a great way to engage kindergarteners in deepening their understanding [See **Where food Comes From**].

Food education can give first graders hands-on practice with garden and/or kitchen tools as part of Module 1: Tools and Work, a great time to consider how recipes and garden tasks can teach us processes [**Steps and Sequences**]. First graders' studies of birds (Module 3: Birds' Amazing Bodies; Module 4: Caring for Birds) might lead to conversation of what birds need to survive in nature (and spark connection to seeds and berries and plant material for nests!) [**Where Food Comes From**].

In second grade, identity-based food studies [**Food & Culture & Fitting in**] are great ties to the introductory unit, Module 1: Schools and Community. As second graders explore pollination

(Module 3: The Secret World of Pollination; Module 4: Providing for Pollinators), it is prime time to make the connection to the role that pollination plays in food production [**Where Food Comes From**].

Third Graders' focus on overcoming challenges in Module 1: Overcoming Learning Challenges Near and Far, as well as Module 4: Water Around the World are both opportunities to connect to food leaders, including young people who make a difference through food [**Food Leaders**]. Module 2: Adaptations and the Wide World of Frogs can also provide connection to how plants have been farmed and adapted over time [**Where Food Comes From**].

Food & Nutrition Topic 1:

Food & the Five Senses

How can we use our five senses to experience food? How can connecting with our food help us deepen our use of the five senses?

This section features texts that highlight the connection between food and the five senses. At an age when many children decide they don't want to try or experience new foods, this section presents texts that offer messaging about how using the senses can invite us on a whole new food experience!

EQUITY NOTE: It is recommended to connect with caregivers before engaging students in hands-on tasting in the classroom. This is both to gather any allergy information and religious/cultural/personal dietary specifications, as well as to understand any possible stressors for students around food (i.e. eating disorders, which include Avoidant/Restrictive Food Intake Disorder, Anorexia nervosa, and others that could limit a student's ability to engage in classroom activities). Create allergy and dietary friendly options for your classroom, and discuss with caregivers a plan of action for any student who may face food needs beyond your level of expertise so an appropriate and equitable plan is in place.

Featured Food & the Five Senses Texts:

[Every Night is Pizza Night](#) Written by J. Kenji; illustrated by Gianna Ruggiero

Pipo loves pizza - so much so that she insists on only eating pizza every night. Encouraged to prove her theory that pizza is the best food in the world, Pipo sets out to collect data in the neighborhood. Though she doesn't want to try new foods, she does it "for science" First she tries Eugene's bibimbap and discovers... she loves it! Her taste buds are equally pleased with Farah's tagine, Dakota's beans and rice, and Ronnie and Donnie's dumplings - and with help from Mr. Gonzalez at the grocery store, she finally comes to realize that pizza is the best, but there can be other bests too! This book contains ample examples of imagery, figurative language, and alliteration - and a recipe for Pipo's pizza!

[Okra Stew: A Gullah Geechee Family Celebration](#) by Natalie Daise

Papa and Bobo gather the ingredients and prepare Okra Stew, a staple of the Gullah Geechee community on the Atlantic coast of the U.S., descendants of West Africans from rice-producing countries who were enslaved to bring their skills of knowledge and agriculture. In this community, the honoring of elders and ancestors is an important tradition, as is celebrating the Creole language known as Gullah. The book features vibrant language and sensory connections to food as well as rich connections to culture and land as Bobo makes Okra stew with Papa.

My Five Senses by Alik

This simple picture book takes readers through the use of each sense. It uses repetition and easy language to tell what each sense does and give examples of the senses in use. PK-K

Chaiwala! Written by Priti Birla Maheshwari; art by Ashley Barron

In this simple story, a young girl and her mother share a cup of chai from the Chaiwala at a train stop in Jaipur. Using simple text and vivid onomatopoeia, the story highlights the tastes and scents of the delicious chai, a staple in many Indian traditions.

No Ordinary Apple: A Tasty Story About Eating Mindfully by Sara Marlowe; illustrated by Philip Pascuzzo

Elliot is disappointed when his neighbor Carmen offers him an apple, instead of candy, as an after school snack - until Carmen invites him to consider how this is “no ordinary apple.” Utilizing each of the five senses, she walks Elliot through a mindful eating activity to deeply experience the apple, a strategy that changes his experience of the apple. Elliot realizes he can apply this learning to other foods, including his favorites and not-yet-favorites, too!

Seed Magic by Jane Buchanan; illustrated by Charlotte Riley-Webb

Rose and her brothers think the birdman is “crazy” sitting in his wheelchair and feeding pigeons - until he gives Rose a handful of seeds that become “a singing garden” when her windowsill is visited by birds that are “Blue as lupines. Red as geraniums. Yellow as sunflowers”. Nice imagery and simple garden connections in an urban setting

The Ugly Vegetables by Grace Lin

A young gardener is bothered by how the vegetables in her garden look until her neighbors are enticed by what they smell and taste - and she learns the value of even “ugly” vegetables as her neighborhood comes together to share “ugly vegetable soup.” Includes a recipe for ugly vegetable soup and pronunciation guide to featured Chinese vegetables.

Text-Centered Lesson Spotlights

- Give each student an apple. As you read *No Ordinary Apple*, stop as you go and practice the same engagement with an apple - listening to the apple, smelling it, feeling the skin, looking at the colors, and finally, slowly, tasting (be sure to have the room quiet for the communal “crunch” - another great sound! - when everyone takes a bite!)
 - Invite students to create their own Mindful Eating story for a food. It’s a fun practice to have students work in groups of five on the same fruit - try a piece of clementine, a grape, a blueberry, a strawberry - anything that you can easily give to each child. Have each child lead the meditation for their given sense. Incorporate descriptive words using the senses, too! (R4, R9, W3, W4)

Highlighted Food & the Five Senses Lessons:

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
FRESHFARM FoodPrints	Advertising & Food Choices	Advertising & Food Choices	- understand that there are many factors influencing foods we choose to eat	W8, SL1
FoodCorps	All in for Applesauce	FoodCorps Lessons - p. 311	- closely observe apples and describe them in detail. - articulate how diverse varieties of produce contribute to a flavorful applesauce.	L3
FRESHFARM FoodPrints	Eating the Rainbow	Eating the Rainbow	- name produce of different colors - understand that it is nutritious to eat a variety of different fruits and vegetables	SL1, SL5
FoodCorps	How Seeds Travel	FoodCorps Lessons - p. 255	- explain how seeds are transported through various methods.	RI1
FoodCorps	Looking Closely at Leaves	FoodCorps Lessons - p. 215	- use close observation skills. - create scientific sketches.	L4
FoodCorps	Mindful Tasting	FoodCorps Lessons - p. 53	- practice focusing on their senses while they eat	SL4
FRESHFARM FoodPrints	Plants & their Families	Plants and their Families	- understand that plants have families with identifiable characteristics	W8, SL1
FoodCorps	Rainbow Smoothies	Food Corps Lesson - p. 87	- identify the colors of fruits and vegetables. - describe the flavor of the smoothie with adjectives. - prepare a healthy snack.	SL4
FoodCorps	Sensory Explorations	FoodCorps Lessons - p. 135	- describe their natural environment based on sensory observations.	L1
Ag in the Classroom	Supreme Seeds	Supreme Seeds National Agriculture in the Classroom	- observe various types of seed, discover the many uses of seeds, taste edible seeds, and make a seed mosaic.	RF4, SL1

Highlighted Food & the Five Senses Lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	Tasty Testing	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
FoodCorps	Whole Grain Crackers	FoodCorps Lessons - p. 397	<ul style="list-style-type: none"> - describe the difference between whole wheat and white flour. - explain why eating whole grains is important. 	SL1

Food & Nutrition Topic 2:

Steps & Sequences

What do you do first when growing food? Second? Third? What are the steps when following a recipe or cooking?

This section features texts that are rich with transition words, highlighting the steps and sequences of growing food and cooking. While many of these texts can be integrated into other areas, they are grouped as offering strong jumping points for teaching the language and literacy of steps and sequences - while exploring food!

EQUITY NOTE: Note that not all students will be familiar with recipes from the start, and many may not have access to or awareness of cooking tools or garden terms. Be sure to introduce concepts to the full class and teach all content-specific vocabulary assuming that no one shares an understanding yet - so everyone can gain a rich experience!

Featured Steps & Sequences Texts:

[How to Read a Recipe](#) by Anitra Budd

This nonfiction text teaches young readers how to read a recipe - and goes through the different components of recipes. Featuring real photographs of children and adults cooking and simple text, this book is a useful tool for introducing elementary-aged students to recipes.

[Pete Makes a Pizza](#) Written by Elizabeth Everett; illustrated by Christos Skaltsas

In this simple book, Pete and his grandpa make a pizza together. Using simple language and basic dialogue, Pete and Grandpa go through the steps. Terms like order, sequence, steps, and recipe are introduced. This book is part of an "Early Coding Concepts" collection and is great for understanding how sequences work.

[Pretend Soup and Other Real Recipes](#) by Mollie Katzen and Ann Henders

This child-friendly cookbook features recipes geared toward children ages 3-8. The kid-friendly dishes include "The Critics Rave" quoted reviews from kid recipe testers, notes "To the Grown-Ups," Cooking Hints and Safety Tips, and traditional but simple recipe structure. Following each recipe is an illustrated step by step edition showing the step in simple language and a picture to show the step.

[Bear Goes Sugaring](#) by Maxwell Eaton III

MHP: Bear and her sidekicks, Squirrel and Dog, take readers on a graphic novel style story of maple sugaring. From tapping the trees to collecting sap and boiling syrup, readers experience the full journey of maple production, ending in a delicious feast!

***Bella's Recipe for Disaster Success* Written by Ana Siqueira; illustrated by Geraldine Rodriguez**

Bella wants to be good at something, like her brother and sister: her hermana is good at gymnastics and her hermano at piano. She thinks she might be good at baking, but her recipe is too salty - until her abuela teaches her. It takes multiple trials and errors, but she finally learns to make polvorones con dulce de leche and learns she is good at baking - and practicing!

***One Meal More: A Multicultural Ramadan Story* By Emma Apple**

In this simple picture book, guests from different countries bring their contributions to a Ramadan table. They are counted as they go - one through ten - before the guests sit to eat. This is a great simple counting book for early learners and is also a strong connection to Food & Culture & Fitting In.

***Bread Lab!* Written by Kim Binczewski & Bethany Econopouly; illustrated by Hayelin Choi**

Iris is excited to see her Aunt Mary - "Plant Mary" as she called her since she is a plant scientist. This visit, Plant Mary turns Iris's kitchen into a bread lab and they bake sourdough from scratch! Features great steps and sequences, onomatopoeia and sound words, and a recipe at the end!

***Amy Wu and the Perfect Bao* by Kat Zhang; illustrated by Charlene Chua**

Amy longs to make "perfect" bao, just like her mom and dad and grandma. Hers are always not filled enough, filled too much, or breaking apart! One day she sets off on a quest to make the "perfect" bao. Though at first she struggles, she comes up with the idea to make smaller bao, just right for her hands... and they are perfect! She realizes, too, that even the less-than-perfect ones are perfectly delicious! This text features great steps and transition words as the bao is made, and a recipe for bao at the end.

***Badger's Perfect Garden* Written by Marsha Diane Arnold; illustrated by Ramona Kaulitzki**

Badger has the help of his friends Red Squirrel, Dormouse, and Weasel to plant a garden with the seeds he saved last season. He gives them instructions to make the garden perfect and dreams of his crops as they celebrate. He is inconsolable, though, when a big rainstorm comes and washes his seeds away... until his friends come to tell him that his garden has grown - just in a new place! This is a great text about the steps of planting as well as the importance of not giving up when things don't go as planned!

***Errol's Garden* by Gillian Hibbs**

Errol dreams of a real garden, as he's filled his apartment with all that he can grow. One day, he notices a 7th button in his building's elevator - to the roof! He quickly gets neighbors to join and plan - each brings something different to the garden. This book is great for early readers with its simple, clear sentences, and detailed sequences and steps of gardening. It also includes themes of community coming together!

Bee-bim Bop! Written by Linda Sue Park; illustrated by Ho Baek Lee

This story features a song-like rhyme with repetition throughout the stanzas as the little girl helps her Mama since she’s “Hungry hungry hungry / for some BEE-BIM BOP!” It goes through the steps and sequences of making Bee-bim Bop, including setting the table and enjoying the meal.

Cook-a-Doodle-Do! By Janet Stevens and Susan Stevens Crummel

Rooster is sick of eating chicken feed, and decides that the way to fix the problem is to pull out his great grandmother’s cookbook. He finds a recipe for Strawberry Shortcake and enlists Pig, Iguana, and Turtle to help. As they go through the recipe, each of the animals comically thinks the steps mean something different than intended, but Rooster teaches them how to read a recipe. Each page has useful informational tips about recipes and cooking alongside the story. Though the first time making the recipe is challenging and Pig (the “taste tester”) eats the entire shortcake after it is dropped on the floor, the animals realize they can make it again and it will be easier now that they know what to do.

Text-Centered Lesson Spotlights

- After reading any of the texts below as a class:
 - Use a scaffold of transition words to invite students to write or draw the steps of the recipe in the text. Consider sequence-specific words, such as “First,” “Second,” “Next,” “After”, and “Finally.”
 - Create a simple dish with students (such as a yogurt parfait or fruit salad) and have them create their own book about making the recipe utilizing transition words (W2, W4, R2, R3).
- Read *Errol’s Garden* or *Badger’s Perfect Garden*. Then, do a planting activity as a class, and write your own step by step “How To” books on planting! (W2)
- Following the model in *Pretend Soup and Other Real Recipes*, create a dish as a class and then give students a step by step scaffold (boxes with recipe steps pre-written for younger students, empty boxes for older students) and have students illustrate the steps of the recipe as you create it together. (W2, W4, RI2, RI3).

Highlighted Steps & Sequences Lessons:

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
FoodCorps	A Rainbow at the Salad Bar	FoodCorps Lessons - p. 271	- assemble a salad that includes a rainbow of colors.	SL1
Ag in the Classroom	Be a DetEGGtive!	Be a DetEGGtive! National Agriculture in the Classroom	- identify and explain unique properties of eggs based on scientific investigations and write a book to explain what they have learned	W2, SL1

Highlighted Steps & Sequences Lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
FRESHFARM FoodPrints	Changes Over Time	Changes over Time	- give examples of how changes in technology have changed food processing and gardening over time	W8, SL2
Ag in the Classroom	Exploring Aquaponics	Exploring Aquaponics (Grades K-2) National Agriculture in the Classroom	- identify the basic needs of plants and fish - engineer, assemble, maintain, and observe a small-scale aquaponics system that meets plant and fish needs	R1
Ag in the Classroom	Farming in a Glove	Farming in a Glove (Grades K-2) National Agriculture in the Classroom	- observe how a seed sprouts and investigate the conditions necessary for germination to occur	W4, SL1
FoodCorps	From Beautiful Beans to a Delicious Dip!	FoodCorps Lessons - p. 100	- prepare fresh vegetables and herbs by hand.	L5
Ag in the Classroom	From Sap to Syrup	From Sap to Syrup National Agriculture in the Classroom	- recognize how geography and climate allow for the growth of maple trees and the process of making syrup - identify the characteristics of maple trees that produce the best sap for making maple syrup - name the steps in the process of creating syrup from sap	R3
USDA Serving Up My Plate	Fun with Food Groups	Fun with Food Groups	- identify the five food groups, and give examples of foods in each. - explain how MyPlate serves as a reminder to eat foods from each food group. - create a healthy meal containing a food from each food group.	RF4, SL1
Ag in the Classroom	Growing Plants in Science and Literature, More Than an Empty Pot	Growing Plants in Science and Literature, More Than an Empty Pot (Grades K-2) 	- use the story of The Empty Pot to explore literature and science, practicing story mapping and examining the needs of plants and the importance of soil and water. - plant and observe the growth of seeds like the characters in the story	R2

Highlighted Steps & Sequences Lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	How Does your Garden Grow?	How Does Your Garden Grow?	- discover the needs of a seed to germinate and the needs of a plant to grow while exploring the life stages of a flowering plant.	R2, SL1
FoodCorps	Let's Jam	FoodCorps Lessons - p. 358	- explain the steps and people involved in processing food. - make a simple jam	SL1
Ag in the Classroom	Made to Move	Made to Move (Grades K-2)	- explore simple and complex machines and discover how they are used in agriculture.	R1
FoodCorps	Plant a Go, Glow, Grow Bed	FoodCorps Lessons - p. 204	- recall how different foods help us be active (go), grow strong (grow), and stay healthy (glow). - trace go, grow, and glow foods back to plants and animals that eat plants. - prepare and plant a bed with go, grow, and glow foods.	SL1
FoodCorps	Plant Part Wraps	FoodCorps Lessons - p. 155	- prepare fruits and vegetables for a healthy snack.	SL1
FoodCorps	Planting the Three Sisters	FoodCorps Lessons - p. 391	- plant a garden bed and care for it through harvest. - describe the method of companion planting known as The Three Sisters. - explain how plants, like humans, can depend on one another.	RL2, W3
FoodCorps	Quick, Pickle That!	FoodCorps Lessons - p. 342	- collaborate to make quick pickles.	L5
FoodCorps	Rainbow Grain Salad	FoodCorps Lessons - p. 290	- practice knife skills by preparing vegetables for a grain salad.	SL1
PilotLight	Seasonality: Everything in its Own Time	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

Highlighted Steps & Sequences Lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
FoodCorps	Sunflower House	FoodCorps Lessons - p. 115	- sow sunflower seeds.	RL1
Ag in the Classroom	Taming the Wild Aurochs	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
FoodCorps	The Great Balancing Act	FoodCorps Lessons - p. 169	- identify foods in the various food groups. - demonstrate how to make a healthy snack with one or more food groups.	SL1
FoodCorps	Tops and Bottoms Popsicles	FoodCorps Lessons - p. 208	- identify the different parts of a plant. - prepare a healthy snack.	RL2, SL1
FoodCorps	Tortilla Time!	FoodCorps Lessons - p. 354	- distinguish whole foods and processed foods. - prepare homemade tortillas.	SL1
USDA Serving Up My Plate	USDA Serving Up My Plate	We Are What We Eat	- 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.	RI1, RI7, W2, W5, W6, W7
USDA Serving Up My Plate	USDA Serving Up My Plate	You Be the Chef	- 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	RI7, W2, W4, W5, W6, W7
FoodCorps	Veggie Wraps	FoodCorps Lessons - p. 69	- combine ingredients to make a healthy snack.	SL1, SL6

Food & Nutrition Topic 3:

Food & Culture & Fitting in

What does food look like across cultures? How can we come together around food?

This section highlights texts about cultural foods and coming together to celebrate meals for one culture or across cultures.

EQUITY NOTE: It's important to ensure that we are careful of "othering" in how we talk about food across cultures. Talking about cultural dishes as "foreign" or "different" sends the message that "normal food" is that of the teacher - but remember, it's all in the eyes of the beholder, and what's "normal" to you might be different than what a child experiences. Also, making sure that students feel welcome to share their foods and food stories means celebrating a range of foods and focusing on the richness of all geographies and cultures. And, recognize that some children may not associate with or celebrate their ethnic background's culture for a variety of reasons so be mindful of not assuming that a student will relate to any specific culture unless the child has shared and established that relationship to be true!

Featured Food & Culture & Fitting In Texts:

[Plátanos Are Love](#) written by Alyssa Reynoso-Morris; illustrated by Mariyah Rahman

This book opens, "En el mercado, Abuela says 'Plátanos are LOVE.' I thought they were food. But Abuela says they feed us in more ways than one." It goes on to show Esme and her Abuela buying plátanos and cooking mangú together as they reflect on their family history and the recipe passed down generations. Tostones come next, and then Esme's little sister has to learn to be patient for the plátanos to ripen to make maduros. In the final scene, Esme and her little sister are drawing pictures and the final page showcases "Nuestra familia's cookbook." With Spanish words integrated into the English story, the book contains a glossary as well as recipes for the dishes shared. This rich text celebrates the joy of sharing a dish together with family and contains beautiful imagery in both words and pictures.

[Welcome to Our Table: A Celebration of What Children Eat Around the World](#) by Laura Mucha and Ed Smith; illustrated by Harriet Lynas

This non-fiction book is aglow with bright illustrations and fascinating facts about food around the world. Visually stunning spreads feature children eating different types of food - vegetables, spices, seafood, milk, and more - with language and information about that food as eaten in various parts of the world. This is a beautiful classroom reference and a perfect book to celebrate culturally relevant and linguistically sustaining food literacy!

***The Spice Box* Written by Meera Sriram; illustrated by Sandhya Prabhat**

Rishi is intrigued by his father's spice box, which not only holds spices and lentils, but also connects him to the stories of his Paati (grandmother) and how she worked her way to become known as "The Wizard of Spice" at a time when many women didn't work. With Paati coming to visit, Rishi wants to learn to cook for her - and though a spice-spilling mishap gets in the way, he helps his father fix the box and makes his first dish to become "The Prince of Spice" for Paati's visit!

***A Song of Frutas* Written by Margarita Engle; illustrated by Sara Palacios**

A young girl tells of her visits to her "Abuelo el frutero," her grandfather who is a fruit seller. Together they chant out a rhythm on the streets of Cuba to sell mangos, lemons, coconuts, melons, oranges, grapefruits, pineapples, bananas, and more in the vibrant community. The narrator's words are poetic themselves, full of imagery and figurative language - and a beautiful New Year's wish for "friendship between countries" so she could see her Abuelo more often.

***Plátanos Go with Everything / Los Plátanos van con todo* Written by Lissette Norman; illustrated by Sara Palacios**

Yesenia loves cooking plátanos with Mami. In this story full of imagery and figurative language, Yesenia narrates the beauty of plátanos - how they remind her family of their roots in the Dominican Republic and bring good energy to everyone around them.

***The Rice in the Pot Goes Round and Round* Written by Wendy Wan-Long Shang; Illustrated by Lorian Tu**

This adaptation follows the rhythm and patterns of the Wheels on the Bus, but takes the reader on a tour of a family's Chinese meal "at the table where my family gathers round."

***Dumpling Day* Written by Meera Sriram; illustrated by Ines de Antunano; recipes by Laurel P. Jackson**

There's a dumpling party in town so everyone preps their own dumplings to bring. Each page features a different family's dumpling, rhyming verse, and a count from one to ten, as ten dumplings originating from around the world are prepared for the party (Italian ravioli, Israeli bourekas, Syrian shish barak, Russian pelmeni, Japanese gyoza, Chinese wu-gok, Indian samosas, Nigerian fufu, Mexican tamales, and American apple dumplings). The end of the book offers translations for names of the family members who make each dumpling, information about dumplings, and recipes for each of the ten dumplings featured.

***Halal Hot Dogs* Written by Susannah Aziz, illustrated by Parwinder Singh**

Musa loves his family's Friday tradition of sharing a special Jumma treat after Jumma prayer. Each week, a different member of the family gets to choose the treat, which sometimes leads to funny outcomes. Musa is excited for his turn, when he chooses Halal Hot Dogs from the hot dog stand... but will the hot dogs come with a funny surprise too?

[Ruby's Reunion Day Dinner](#) Written by Angela Dalton; illustrated by Jestenia Southerland

Ruby is excited to be part of her family's reunion day dinner, but as she tries to find ways to help with each person's dish, they call her by her nickname, "Lil' Bit", and tell her that she's too young. Sulking on the stairs outside, Ruby spots the lemon tree in the yard and has an idea - to make her own lemonade as her signature dish!

[Laila's Lunchbox](#) Written by Reem Faruqi; illustrated by Lea Lyon

Laila is thrilled that she finally is old enough to join her family in fasting for Ramadan, until she realizes that her teacher and classmates might not understand. Though she first struggles with explaining Ramadan at school, her school librarian encourages her to write her message - and she not only finds her voice but writes a poem too!

[Everybody Cooks Rice](#) Written by Norah Dooley; illustrated by Peter J. Thornton

It's time for dinner and Carrie's mother sends her to find her little brother, Anthony, who is off somewhere in the neighborhood. As Carrie visits each neighbor's house she finds a dinner dish from that neighbor's culture - all of which include rice! Recipes included at the end.

[Everybody Bakes Bread](#) Written by Norah Dooley; illustrated by Peter J. Thornton

Carrie is restless on a rainy day, so her mother sends her to visit the neighbors to see if someone has a "three-handled rolling pin" she can borrow. At each house, Carrie is welcomed in to sample the family's freshly baked bread - everything from corn bread to chapatis to challah - and invites her friends along the way for a rainy day kickball game. It's not until she gets home that Carrie realizes that the three-handled rolling pin was all a trick! Recipes included at the end.

[Everybody Serves Soup](#) Written by Norah Dooley; illustrated by Peter J. Thornton

On Carrie's snow day she sets off to visit neighbors for ideas on what to get as a present for her mother. At each home she encounters someone making soup - and sharing their recipe. By the end, Carrie knows what to give her mother - a book of multicultural recipes! Recipes included at the end.

[Dim Sum for Everyone!](#) By Grace Lin

With sparse text and colorful pictures, this story shows a dim sum meal - where each person selects small dishes from a cart - and what each person in a family picks. It includes information about the history of dim sum and the customs of dim sum.

[10 Gulab Jamuns: Counting with an Indian Sweet Tooth](#) written by Sandhya Acharya; illustrated by Vanessa Alexandre

Idu and Adu are excited to have guests over for dinner, and their mother shows them the gulab jamuns, a delicious fried dough ball in sugar syrup that she is making for their guests. She leaves ten in a bowl and sends the children out to play - but they are too tempted and first Adu eats three... then Idu does the same - and soon there are only four left! Mamma lets them both eat one more, and she and Daddy eat one each. Without any gulab jamuns for their guests, Idu and Ada decide to help Mamma make more and proudly serve them that evening!

Text-Centered Lesson Spotlights

- After reading *Plátanos Are Love*, engage 2nd-3rd grade students in exploring foods of their own culture through *Welcome to Our Table*. If possible, share foods or ingredients from a variety of cultures with students, or highlight cafeteria meals that might feature global ingredients or dishes. Then, have students write their own food story - either one inspired by the classroom tastings or cafeteria menu, or one inspired by their own culture, modeled on *Plátanos Are Love* (W3, W4).
- For younger students, create an illustrated book with a scaffold: “_____ *Are Love*,” having students fill in with a food they love to eat and how and when they eat it (again, use the classroom experience as a model) (W2, W4).

Highlighted Food & Culture & Fitting In lessons:

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Edible Schoolyard	Aloo Gobi	Aloo Gobi The Edible Schoolyard Project	- make a simple roasted potato and cauliflower dish - play a game in which they compare and contrast many different kitchen and food objects based upon size, plant part, volume, and more	RL7, RL8, SL1, SL2, SL3
PilotLight	Bread	Bread - Food Education	- better understand how to compare and contrast (two or more items in a unit of study) 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, W8, SL1
FoodCorps	Breaking Down Rocks, Building Up Bread	FoodCorps Lessons - p. 376	- explain how diverse grains from around the world can be traced back to plants that grow in soil made, in part, from eroded rocks	RL1
FoodCorps	Budding Tastes	FoodCorps Lessons - p. 105	- explain that our preferences can change over time. - explain the “power of yet.” - identify their own food preferences	RL3
FoodCorps	Celebrating the Autumn Harvest	FoodCorps Lessons - p. 348	- explain why being respectful in the garden is important. - thoughtfully harvest from the garden.	L5

Highlighted Food & Culture & Fitting In lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Edible Schoolyard	Chinese scrambled eggs and soybean dumplings	Chinese Scrambled Eggs and Soybean Dumplings	- make scrambled eggs and vegetable dumplings in the Chinese tradition - discuss the foods of spring, especially protein-rich foods from animals and plants.	SL1, SL2, SL3
Ag in the Classroom	Cultures, Food, and Communities Around the World	Cultures, Food, and Communities Around the World	- explore different cultures around the world and their unique traditions centered around food and its preparations. - discover how food gets from the farm to the grocery store.	R1, SL1, SL2
FoodCorps	Eat a Rainbow	FoodCorps Lessons - p. 224	- explain the benefit of eating a variety of fruits and vegetables.	RI9, SL6
FoodCorps	Food Story Swap	FoodCorps Lessons - p. 299	- identify their food preferences. - synthesize and present information they learn about a peer.	SL1, L5
FoodCorps	Glow, Grow, Glow Quesadillas	FoodCorps Lessons - p. 189	- identify go, grow, and glow foods. - articulate the importance of incorporating go, grow, and glow foods into their diets. - prepare a balanced meal.	RL1, SL1
FoodCorps	If Our Class Were a Soup	FoodCorps Lessons - p. 221	- identify and describe what they contribute to their class community.	RL7, SL1
FoodCorps	Neighborhood Food Maps	FoodCorps Lessons - p. 373	- identify locations in their communities where they can access fresh foods.	SL1
FoodCorps	Our Food Traditions	FoodCorps Lessons - p. 212	- identify food groups. - illustrate a celebratory food tradition.	SL1, SL4
FoodCorps	People Who Feed Us	FoodCorps Lessons - p. 125	- explain how we rely on our community to eat. - depict a community member who is integral to how we get our food.	SL1

Highlighted Food & Culture & Fitting In lessons (continued):

PilotLight	Pizza & Neighborhoods	Pizza & Neighborhoods - Food Education	- 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
FoodCorps	Plant a Pizza	FoodCorps Lessons - p. 128	- plant seeds and starts to create a pizza garden. - explain the connection between a popular food and the plants that comprise it.	RL1
PilotLight	Refugee Camps & Cooking	Refugee Camps & Cooking - Food Education	- 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.	RI1, RI3, RI7, W1, W2
FoodCorps	Sauté	FoodCorps Lessons - p. 266	- prepare vegetables for a healthy dish. - determine the ingredients they prefer using a sauté cooking technique.	SL1
FoodCorps	Sunny Honey Seed Snacks	FoodCorps Lessons - p. 120	- explain that seeds are an important part of our diets. - prepare a healthy snack rich in seeds.	SL1
FoodCorps	Tea Time	FoodCorps Lessons - p. 165	- explain how plants can be used as medicine. - prepare for a tea party.	SL1
FoodCorps	What the World Eats	FoodCorps Lessons - p. 250	- compare and contrast diets from different countries. - summarize what they learned and teach their classmates.	RI5
PilotLight	You Are What You Eat	You Are What You Eat - Food Education	- learn about different ingredients that can be used in a trail mix, reflect on how their ingredient choices are the result of their unique backgrounds, and understand their family's food history and the foods that make up their family's specific culture.	RL7, RL9, W3

Food & Nutrition Topic 4:

Food Leaders

Who are the leaders in our food system? How can you be a leader in the food system?

This section explores a series of texts featuring leaders of the food system, from chefs to children making a difference. Curated to inspire young people, this collection features a range of texts with many focusing on “everyday” heroes. Many of these texts could be easily incorporated into other sections here, or into units on community building or activism!

EQUITY NOTE: It can be hard to recognize food insecurity in your students, so it’s important to exercise great care when approaching texts that deal with topics of food insecurity. Saturday at the Food Pantry is a great text that tries to normalize food pantries, noting repeatedly that “everyone needs a little help sometimes.” Be mindful of activism in the classroom that could make a student feel left out or “othered” - such as a food drive that students compete to contribute to or any other activity that requires monetary contribution or a purchase to be successful. In any activity, think about ways everyone can be involved by using a range of roles! And, be mindful of how you talk about people in need of support or food - describing people as “needy” or “poor” can make food insecure students feel unworthy. All texts in this guide were selected to offer a range of representation of characters and voices, but be sure to teach all with care and consideration of who is in your classroom!

Featured Food Leaders Texts:

[Thank you, Omu!](#) by Oge Mora

Omu makes a delicious pot of stew and decides that tonight will be her best dinner ever! Soon, though, the smell entices neighbors to come for a taste - first a little boy down the hall, and soon a whole cast of characters - a policewoman, a hot dog seller, and even the mayor! When Omu goes to eat her dinner, she realizes sadly the pot is empty... but a loud knock back on her door brings everyone she shared with, along with a thank you dinner! This is a great text about the power of sharing in everyday life and the importance of gratitude. Illustrated with cut paper and collage, the book includes notes at the end about the author’s own grandmother called “Omu” - which means “Queen” in Nigerian - and how she would share with the whole neighborhood too!

[Dad Bakes](#) Written & Illustrated by Katie Yamaski This simple text with beautiful illustrations tells the story of a young girl's dad who wakes early in the morning to bake bread - and then comes home to catch some rest before baking bread for his daughter too. Inspired by justice-oriented restorative work of incarcerated parents, this text offers a beautiful simple story of a father-daughter bond through baked bread!

[Niki Nakayama : a chef's tale in 13 bites](#) by Jamie Michalak and Debbi Michiko Florence ; illustrated by Yuko Jones.

Real-life chef Niki Nakayama grew up in Los Angeles, where her Japan-born mother "cooked American food with a Japanese twist." She spent her childhood dreaming up her own unique recipes while helping out at her family's fish market. After high school, she traveled to Japan where she took in an array of food - including a meal at her cousins' ryokan (inn), where she enjoyed kaiseki, a storytelling feast - an experience that led her to show her elders that a woman could become a chef and run a restaurant. The story includes beautiful imagery and figurative language in food descriptions and this tale of resilience!

[Our Little Kitchen](#) Written & Illustrated by Jillian Tamaki

This story brings together a group of neighbors who spend every Wednesday preparing food for their community at a local soup kitchen. Using produce from their community garden, staples donated and saved, and a lot of vibrant energy, a celebratory meal comes together and builds community. With comic book style and a music of onomatopoeia spread throughout, this story paints a gorgeous image of a community meal.

[Saturday at the Food Pantry](#) Written by Diane O'Neill; Illustrated by Brizida Magro

Molly's mom takes her on her first trip to the food pantry, where Molly sees her classmate Caitlin with her Gran. Though Caitlin is first ashamed to be waiting in the food pantry line, Molly starts to brighten peoples' days with her drawings and Caitlin joins her to bring out joy! Molly's mom teaches her that "everybody needs help sometimes" and brings a positive energy to the food pantry experience. Molly and her Mom share a lunch with Caitlin and Gran in a newly bonded friendship. This book addresses issues of food insecurity thoughtfully and in a beautiful story to destigmatize needing help sometimes, and includes a diverse cast of characters and family configurations at the food pantry.

[Salma the Syrian Chef](#) Written by Danny Ramadan; illustrated by Anna Byron

Salma is disheartened to see her mom seem so sad in their new life at the immigrant Welcome Center in Vancouver. Determined to bring her some cheer, Salma decides to make her mom's favorite Syrian dish. Though she faces some challenges along the way, with help from friends at the Welcome Center, she brings her mom the flavors of home - and a smile. *(Also may be used for Steps & Sequences and Food Culture sections)*

[Paletero Man / !Que Paletero tan Cool!](#) Written by Lucy Diaz; illustrated by Micah Player; translated by la Dra. Carmen Tafolla

A young boy goes on a run through his Los Angeles neighborhood on a hot summer day to find "Paletero Jose" selling delicious popsicles. He passes other vendors and friends on the way to find Paletero Jose - and doesn't realize until he gets there that he lost his money on the way. The other vendors he passed appear to give the money to the boy, who was so excited he couldn't hear them call him to stop. In honor of the kindness he sees, Paletero Jose gives out a special free treat to all! With simple rhymes and a warm message, this is a great story for a poetry study, lesson on kindness, or just a great exposure to the delicioso flavors of paletas! There is a link to a song version, too! (www.hc.com/paleteroman)

[A Place for Rain](#) Written by Michelle Schaub; illustrated by Blanca Gómez

Inspired to help the earth from dirty stormwater runoff and water-created pollution, a class decides to build a rain garden. They harvest rainwater for their garden in barrels, design the garden to use runoff to water plants, and plant native species that help mitigate the runoff. A great example for young activists!

[I Love Strawberries!](#) Written by Shannon Anderson; illustrated by Jaclyn Siquett

Jolie loves strawberries so much that she dreams of planting them. Each time her parents tell her a reason she can't plant strawberries, she makes it her mission to prove them wrong. When she is told she isn't old enough, she draws wrinkles on her face to look older. When she is told he needs to act older, she does extra work to care for her bunny, Munchy, and grows grass seeds to show she can care for living things. When she can't afford the plants, she starts a lemonade stand to make money for the plants. When Jolie finally gets her strawberry plants, she even comes up with a plan to sell some berries to fundraise for her next crop! This text features pages of Jolie's journal where she documents her progress each day. *(Also may be used for Steps & Sequences and Where Food Comes From sections)*

[Beatrice's Goat](#) Written by Page McBrier; illustrated by Lori Lohstoeter

Beatrice lives in the village of Kisinga in western Uganda. She longs to go to school, but is too busy helping her mother in their garden and with her five younger siblings. When her mother tells Beatrice that her family was chosen to receive a goat, Beatrice is confused how it can help them as much as her mother thinks. But Beatrice helps her mother prepare a shed for the goat and plant food for it, and when the goat arrives, Beatrice is put in charge of it. She names it Mugisa, or "Luck". Soon Mugisa gives birth to twin baby goats and Beatrice begins milking her, selling any leftover milk. When Beatrice has enough money to buy things her family needs, like a new blanket or clothes for her siblings, her mother surprises her by telling her that the funds will send her to school! Based on a true story of a family receiving a goat from Heifer Project International, this story features an Afterword by Hillary Rodham Clinton describing the power of efforts to give resources to communities where children need access to education.

[The Boy who Harnessed the Wind](#) Written by William Kamkwamba and Bryan Mealer; pictures by Elizabeth Zunon

In William's farming village in Malawi, he loved dreaming up his own inventions and delighted in taking things apart and tinkering. When he had to leave school due to his family's struggles on their farm, William set out to the library to keep learning. He discovered a book that showed him wind turbines - and decided to help his village have light and water! Using trash from the junkyard, William built his own turbine and brought light to his community.

[Farmer Eva's Green Garden Life](#) Written by Jaqueline Briggs Martin; illustrated by Christy Hale

Eva Sommaripa is a real-life female farmer from the south shore of Massachusetts. In her garden she grows rich soil and an array of fruits and vegetables, including some that are not well-known. Highlighting nature and ecology's role in food production, this story celebrates a female farmer and food leader bringing new local foods to Boston area restaurants - and eaters!

***The Mangrove Tree* Written by Susan L. Roth & Cindy Trumbore; collages by Susan L. Roth**

This book tells the story of how Mangrove trees transformed the village of Hargigo in Eritrea. When people and animals didn't have enough to eat, a scientist named Dr. Gordon Sato discovered that Mangrove trees could be planted along the seashore where freshwater streams empty into the ocean. The Mangroves in Hargigo employed women as planters, supported shepherds' flocks, and helped the community have enough to eat. The story features parallel storytelling, with a story that slowly builds and uses a catchy rhythm and repetition (a la "There was an old lady who swallowed a fly") to tell simply of how the Mangrove trees had growing impact, and more factual storytelling on the opposite pages to explain in detail what happened. Factual information and photographs are included at the end of the book.

***Pies from Nowhere: How Georgia Gilmore sustained the Montgomery Bus Boycott* written by Dee Romito; illustrated by Laura Freeman**

Georgia Gilmore was a chef at National Lunch Company, a segregated restaurant in Montgomery, Alabama. When she heard about Rosa Parks being arrested on the bus in 1955 - and Dr. Martin Luther King preaching about the boycott shortly after - she wanted to get involved. She joined a group of women who began cooking both to sustain the boycotters as well as to raise money for the Montgomery Improvement Association, which was funding the boycott. Soon Georgia was running much of the efforts of the group, who had to work entirely in secret - while also baking pies. Dubbed "The Club from Nowhere," their secret food sales raised money to buy gas and station wagons for the boycott. When the boycott was successful, Georgia spoke at a trial about her own unfair treatment on the bus, which lost her her job. With Dr. King's encouragement she continued what she did best, cooking and running a restaurant right out of her home, which often became a meeting place for the leaders of the civil rights movement! (Best for Grade 3 or higher).

***Empanadas for Everyone* by Jackie Azua Kramer & Lenny Wen**

Carina loves spending her Saturdays making her favorite empanadas with Tía Mimi while listening to salsa and singing "I like empanadas! I like you!" ("!Me gusta empanadas! !Me gustas tú!"). Carina is sad when she arrives on Saturday to read a note from Tía Mimi that she is volunteering at the Community Meal Center - and leaves Carina to do the shopping and prepping for empanadas herself with her mom. Carina visits each of the familiar shops, and is even treated to dishes similar to empanadas - samosa, Jamaican patties, pierogies. When she finishes making the empanadas before Tía Mimi even comes home, Carina decides to bring the empanadas as a special treat to the Community Food Center - and is followed by all her friends and their dishes too! Includes recipes and information about empanadas too!

***Independence Cake* Written by Deborah Hopkinson; illustrated by Giselle Potter**

This fiction text brings to life the (maybe) story of Amelia Simmons, the author of the first American cookbook, published in 1796. Though little is known about Amelia besides that she was an orphan, this story shows her working her way as she might have as a servant and, eventually, self-taught chef who ended up baking cakes to celebrate the thirteen colonies standing independently from the British.

Text-Centered Lesson Spotlights

- Discuss what a leader is, and what makes a leader. Consider different types of leaders. Then, read one of the texts below and ask students: In what ways is [the main character] a leader? (R3, R9)
- Read multiple texts below and compare and contrast the leaders. Some texts with nice parallels include: *Palatero Man* and *Thank you, Omu!*, *Our Little Kitchen* and *Saturday at the Food Pantry*, and *Salma the Syrian Chef* and *Empanadas for Everyone*. (R3)
- Invite a food leader from your community to share their story with your class, and then have students write their own picture book - or class book - about the person. Consider local farmers and chefs, your cafeteria director, or even a teacher who runs a school garden. (W2, W3, W6, W7, SL4)

Highlighted Food Leaders Lessons:

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
FRESHFARM FoodPrints	Activism & Food Justice	Activism and Food Justice	- use information learned about historic and contemporary food justice activism to identify an issue that impacts their community and plan a campaign	RI1, W8, SL2
Ag in the Classroom	Backpack Garden	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
Ag in the Classroom	Culinary Concepts	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
FoodCorps	Garden Explorations	FoodCorps Lessons - p. 47	- Explain the care and safety agreements they will follow in the garden.	SL1

Highlighted Food Leaders Lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	Let's Go Shopping!	Let's Go Shopping! (Grades K-2)	- identify the differences between needs and wants, goods and services, and producers and consumers by participating in a grocery store simulation, exploring the source of grocery store items, and designing their own products to sell.	R7, SL1, SL4
Ag in the Classroom	Milk, Sugar, Science: Engineering Ice Cream	Milk, Sugar, Science: Engineering Ice Cream	- explore the journey of milk from cow to ice cream, make ice cream in a bag, and discover how food engineers have developed many different processes for making ice cream.	R1, SL1, SL2
Ag in the Classroom	Right this Very Minute	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	RI1, RI9, W2
FRESHFARM FoodPrints	Taking Care of the Planet	Taking Care of the Planet	- understand recycling requirements in their community	W2, SL1
Ag in the Classroom	Thank you, Farmers	Thank You Farmers	- discover what farmers do and how they help their community.	R1, SL1
Ag in the Classroom	The Amazing Honey Bee	The Amazing Honey Bee	- investigate the three types of honey bees in a colony, identify their roles, and recognize honey bees as part of a community that works together.	R1, SL1
FRESHFARM FoodPrints	The Magic of the Garden	The Magic of the Garden	- apply some of the lessons from Jack and the Beanstalk to their experience working in the garden	RL2, RL9

Food & Nutrition Topic 5:

Where Food Comes From

Where does our food come from? How does food get to our plates?

This section features text about growing and producing food from farm to table. These texts could be integrated in a literacy class (and would work well in tandem with informational texts about food), but could also be used in a science classroom.

EQUITY NOTE: Be aware that content-specific vocabulary may not be known to all students. Depending on location and childhood experiences, students may not have contextual understanding of what a farm is or how a farm functions. In addition, be mindful of pushing farm fresh produce as the “right” or “good” food choice - especially as students may not have the ability to influence their family’s food or shopping choices and caregivers may not have the means to purchase from local farms or markets. Utilize in-school experiences whenever possible to highlight fresh fruits and vegetables and local foods and engage caregivers in learning experiences by inviting them into the classroom and sending information home with students. Sharing information about how food benefits can be used at local farmer markets is a great idea - just be sure to share with and celebrate for all students and not only those who may be food insecure so no student feels alienated.

Featured Where Food Comes From texts:

[Right this Very Minute: a table-to-farm book about food and farming](#) Written by Lisl H. Detlefsen; illustrated by Renee Kurilla

This book showcases different meals - breakfast, snack, lunch, dinner, and desert - and with each, explains how "right this very minute" various farmers are at work making sure that their crops and animals grow healthy and well to make the food on our tables. This is a terrific connection to different types of farming and the fact that we need many farmers to get the food on our plates!

[Amara’s Farm](#) Written by JaNay Brown-Wood; illustrated by Samara Hardy

Amara is searching for a pumpkin for her autumn potluck. Using simple descriptors to identify a pumpkin, she stops by different fruits and vegetables to see if they match. "A pumpkin is large and round. Is that a pumpkin? No. That's an apple. An apple is round, but not large like a pumpkin." Each time she finds one quality in common, but not both. After visiting apples, persimmons, potatoes, cauliflower, eggplant, okra, kumquats, figs, kiwis, Amara finds her pumpkins - and uses her wagon full of produce for her autumn potluck with friends!

[Miguel's Community Garden](#) Written by JaNay Brown-Wood; illustrated by Samara Hardy

Miguel is searching for a sunflower for a celebration at his community garden. He knows that a flower is round and yellow... but is this a sunflower? He stops by various plants to see if they match the sunflower description until he finds one! Especially great for early grades, this book is a strong jumping point to characterizing plants based on their parts, and gaining vocabulary for the parts of plants. *Miguel's Community Garden* works well paired with *Amara's Farm* by the same author and illustrator.

[On the Farm, At the Market](#) Written and illustrated by G. Brian Karas

Different farmers prepare their goods for the farmer's market - Leo at Monterosa Vegetable Farm, Isaac at the Amazing Cheese Dairy Farm, and Gary's mushroom farm. All the vendors come together at the Farmer's Market, where Amy from the Busy Bee Cafe comes to shop - and brings together the produce in her special pie! *EQUITY NOTE: While this book features some diversity, it is worth noting that people are disproportionately white in the illustrations; but the story of preparing and selling at the Farmer Market is useful content for children to explore Farm to Market processes.*

[Farm](#) by Elisha Cooper

This picture book tells the story of a large modern farm - from the work of the farm equipment in the fields to the chores of the farm boy and girl. It gives a good look inside a farm across the seasons and through its simple lyrical words, brings alive the real-life work of farmers.

[Inch by Inch: The Garden Song](#) Written by David Mallett; illustrated by Ora Eitan

This book features the lyrics to the 1975 song "Inch by Inch, Row by Row" and pictures to illustrate the different verses of a boy planting in a garden.

[Color Farm](#) by Lois Ehlert

Simple colorful shapes and cutouts in the pages make an array of farm animals come to life, and show the shapes behind the scenes. This is a nice connection between geometric shapes and visual images.

[A Seed is Sleepy](#) Written by Diana Hutts Aston; illustrated by Sylvia Long

The beautifully realistic illustrations and simple text in this book share characteristics of seeds - from their dormancy to how they are spread through wind and water and by animals to how they grow. Each page uses personification to describe a characteristic of a seed (i.e. "A seed is sleepy" and "A seed is secretive").

[A Fruit is a Suitcase for Seeds](#) Written by Jean Richards; illustrated by Anca Hariton

This simple picture book describes how seeds spread from place to place, with the fruit being "a suitcase for seeds." Great connection to the biological function of fruits with connections to the seeds of foods we eat.

[Flip, Float, Fly: Seeds on the Move](#) written by JoAnn Early Macken; illustrated by Pam Paparone

Explore how seeds travel in this simple text told in a verse-like structure with colorful illustrations. This book includes specific examples of different seeds' traveling, ending with how humans buy seeds and save them and carry them even on airplanes. Scientific diagrams of seeds are a helpful tool at the end of the text.

[Our Food: A Healthy Serving of Science and Poems](#) by Grace Lin and Ranita T. McKneally; illustrated by Grace Zong

This colorful book features simple haiku poems and longer descriptive passages about everything from "Why do we eat?" to "Why are fruits so colorful?" With child-friendly useful informative pieces to answer questions about farming, plant biology, and nutrition alongside poems and pictures, this is a great text to explore where food comes from!

[The Thing About Bees: A Love Letter](#) by Shabazz Larkin

This rhyming, colorful text hooks readers with a quick guide to pollination and then a reminder of some common feelings about bees: "Sometimes bees can be a bit rude. They fly in your face and prance on your food. They buzz in the bushes and buzz in your ear." But! It goes on to explain why life without bees would be so much worse - without bees, we'd have no delicious favorite foods! The book morphs into a love letter - between reader and child - but also to bees!

[Apple](#) by Nikki McClure

This book features Nikki McClure's signature woodcuts opposite pages with simple one word descriptions: "FALL," "FIND," "SNEAK," "HIDE," - as a little girl takes an apple from her caregiver's cooking, puts it in her backpack, shares it, eats it, forgets it, finds it in the compost, and plants its seed. Use this text as a visual literacy resource to teach about how food grows. This would be a strong jumping point for a similar class-wide book or individual books to join visual imagery with single word descriptions to show a food across the seasons.

[Diary of a Worm: Teacher's Pet](#) based on the books by Doreen Cronin and Harry Bliss

It's Mrs Mulch's birthday and Worm doesn't know what to get her. He thinks through multiple options before going for a kite ride with his friends, Fly and Spider, and spots the perfect gift: a rotting apple! This is a funny tale for kids learning about compost and a great book for new readers to read themselves!

[Watermelon Wishes](#) written by Lisa Moser; illustrated by Stacey Schuett

As Charlie and Grandpop plant watermelon seeds at the start of the summer, Charlie tells Grandpop that one of them will be a Wishing Watermelon. As the summer progresses and the seeds sprout and flower and finally begin to grow watermelon, Grandpop and Charlie spend time together doing fun activities and Grandpop tries to guess what Charlie's wish will be... a dog? A basketball hoop? A pool? Finally, when Charlie finds and harvests the Wishing Watermelon, he reaches inside and pulls out a handful of seeds, with the wish "for another summer just like this one." The process of growing from seed and saving seed are embedded beautifully in this beautiful story.

Tops & Bottoms Adapted and illustrated by Janet Stevens

Bear is lazy and wealthy, and Hare is in debt. Hare and his family hatch a plan to feed their children. They agree with Bear to plant and tend the garden while Bear sleeps and Bear will get the tops of the vegetables, and Hare will get the bottoms. Bear is annoyed when he finds the “best parts” of the veggies - carrots, beets, turnips, radishes - are all for Hare, and he gets the greens (which are, by the way, all edible!). So Hare agrees the next season that Bear can have the bottoms and Hare the tops. This time, Bear wakes to see Hare with a pile of celery, lettuce, and broccoli and bear with a pile of roots. The third time, Hare tells Bear he can have both the tops and the bottoms - which leaves him cornstalks while Hare enjoys the middles (the delicious corn!). In this funny tale of outsmarting (though Bear and Hare do learn to be good neighbors in the end, readers are introduced to the parts of a plant. This is the perfect jumping point for discussion of what parts of a plant we can eat!

Text-Centered Lesson Spotlights

- Give students a snack (or better yet, prepare one!) that has multiple components (such as a parfait, a snack of sunflower butter and toppings on a rice cake, or crackers with cheese and apples) - or think back to what was in the school lunch that day. Ask students to predict where each ingredient comes from. Then, read *Right This Very Minute* and engage students in discussing where they think their own foods have come from. Then, write a “Right this very minute..” scene featuring the snack or lunch you discussed (W2, RI3)
- After reading Amara’s Farm, categorize different snacks or veggies based on the parts of a plant we eat. See the lesson links for some that include ready-made cards to categorize, or use the fruits and veggies themselves (W1).

Highlighted Where Food Comes From lessons:

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	A Day Without Agriculture	A Day Without Agriculture	- explore the scope of agriculture - identify the variety of agricultural products they use in their daily lives - discuss the difference between needs and wants	R2, W4, SL1, L6
Ag in the Classroom	A Taste of Leafy Greens	A Taste of Leafy Greens	- explore a variety of greens to identify their structure and function in plant growth - prepare, cook, differentiate, and enjoy the health benefits leafy greens have to offer.	RL7, SL1

Highlighted Where Food Comes From lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	Agriculture & Me	Agriculture and Me	- categorize sources of basic agricultural products alphabetically	R1, R7, W4, SL6
Ag in the Classroom	All Kinds of Farms	All Kinds of Farms	- discover that there are many different types of farms	R1, SL1
Ag in the Classroom	An Apple a Day Keeps the Doctor Away	An Apple a Day Keeps the Doctor Away	- 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
Ag in the Classroom	Animals on the Farm	Animals on the Farm	- discover that farm animals produce different types of products	R1, SL1
FoodCorps	Be a Bee!	FoodCorps Lessons - p. 276	- dramatize the process of pollination.	RL4, RL6
FRESHFARM FoodPrints	Bringing Food from Farm to Table	Bringing Food from Farm to Table	- sequence tasks required to bring food to the table	RL1, SL1
Ag in the Classroom	Caring for the Land	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
Ag in the Classroom	Climate Change Phenomena: Bananas in our Breadbasket?	Climate Change Phenomena: Bananas in our Breadbasket?	- 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
Ag in the Classroom	Crops on the Farm	Crops on the Farm	- investigate different food crops and how they grow.	R1, SL1
Ag in the Classroom	Dig 'Em Up	Dig Em Up	- investigate the functions of roots - recognize the difference between a tap and fibrous root system - identify the roots of some plants as edible	SL1

Highlighted Where Food Comes From lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Edible Schoolyard	Discovering Flowers	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. 	RF3, L4
FRESHFARM FoodPrints	Exploring Food Traditions	Exploring Food Traditions	<ul style="list-style-type: none"> - describe food as part of culture - share at least one food tradition from another part of the world 	RL1, RI5, W3
Ag in the Classroom	Fabulous Flowers	Fabulous Flowers	<ul style="list-style-type: none"> - examine the functions of flowers and determine that some flowers are edible 	R7, W2, W3, SL2, SL3, SL5, L3
Ag in the Classroom	From Foraging to Farming	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, R13, RI9, SL1, SL2, SL4, L6
Ag in the Classroom	Fruit & Vegetable Bingo	Fruit and Vegetable Bingo	<ul style="list-style-type: none"> - recognize the names of different fruits and vegetables and describe why they are important 	R1, R7, W7, SL2, SL4
Ag in the Classroom	Garden Plot: The Tale of Peter Rabbit	A Garden Plot: The Tale of Peter Rabbit	<ul style="list-style-type: none"> - identify foods grown in a garden - observe various types of seed - grow their own "milk jug" garden - listen to the Tale of Peter Rabbit, by Beatrix Potter - investigate produce that is grown in gardens or on farms 	R3, R4, W2, W3, SL1, L1
FoodCorps	Get to the Source	FoodCorps Lessons - p. 315	<ul style="list-style-type: none"> - draw connections between common foods and their sources. - interpret the information on a nutrition label to identify whole, minimally processed, and highly processed foods. - articulate the health benefits of eating whole and minimally processed foods. 	RI9, SL6

Highlighted Where Food Comes From lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	How to Grow a Monster: The Needs of a Zucchini Plant	How to Grow a Monster: The Needs of a Zucchini Plant	<ul style="list-style-type: none"> - read How to Grow a Monster - describe the needs of a zucchini plant - identify the structure and function of zucchini plant parts - grow classroom zucchini plants - experiment with different environments and growing conditions 	R1, SL1, SL2
FoodCorps	Imaginary Plants	FoodCorps Lessons - p. 198	<ul style="list-style-type: none"> - identify the six parts of the plant and their basic functions. - apply their knowledge of the six plant parts to create their own imaginary plant. 	SL1, SL6
FRESHFARM FoodPrints	Life Cycles & Patterns	Life Cycles and Patterns	<ul style="list-style-type: none"> - discuss life cycles - use examples from butterflies and plants to identify different stages of life 	SL1, SL3
Ag in the Classroom	My Farm Web	My Farm Web (Grades K-2)	<ul style="list-style-type: none"> - use the visual representation of a web to explore the role of agriculture in their daily lives and understand how most of the necessities of life can be traced back to the farm. 	W2, SL2, L4
Ag in the Classroom	My Healthy Plate	My Healthy Plate	<ul style="list-style-type: none"> - categorize the foods they eat, explore healthy eating habits, and investigate the MyPlate food campaign. 	W2, SL2, SL3, L5
Ag in the Classroom	My Little Seed House and Seed Book	My Little Seed House and Seed Book	<ul style="list-style-type: none"> - observe the growth and development of seeds and explore what conditions are necessary for seeds to germinate. 	R1
Ag in the Classroom	People and Plants Need Nutrients	People and Plants Need Nutrients	<ul style="list-style-type: none"> - determine that although plants and people obtain nutrients differently, they both need proper amounts of nutrients to grow and be healthy. 	W2
Ag in the Classroom	Photosynthesis and You	Photosynthesis and You	<ul style="list-style-type: none"> - identify the process used by plants to make their own food and discover how photosynthesis provides the food they eat. 	R1, W2, SL1, SL5

Highlighted Where Food Comes From lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
FoodCorps	Plant Part Scavenger Hunt	FoodCorps Lessons - p. 144	- recognize and name the six plant parts.	RL1, SL1
Ag in the Classroom	Plant Tops & Bottoms	Plant Tops and Bottoms	- identify where fruits and vegetables belong on the MyPlate diagram - describe the major parts of plants—roots, stems, leaves, flowers, and fruits—according to if they are produced on the top or bottom of a plant	R2
FoodCorps	Planting a Tops & Bottoms Bed	FoodCorps Lessons - p. 151	- name the different parts of a plant. - plant starts in a garden.	RL1
FRESHFARM FoodPrints	Pollinators & Flowering Plants	Pollinators and Flowering Plants	- demonstrate their understanding of pollination by hand pollinating a flower	SL2
FoodCorps	Root Fruit Slaw	FoodCorps Lessons - p. 370	- explain the function of plant roots and fruits. - assemble a slaw with root vegetables and fruits.	SL1
FRESHFARM FoodPrints	Seed Dispersal	Seed Dispersal	- explain why some seeds have evolved with structures that help them disperse - discuss some ways seeds do this	W8, SL5
Edible Schoolyard	Seed Parts & Sprouting Starts	Seed Parts & Sprouting Starts	- understand the difference between dicots and monocots. - identify four seed parts; the seed coat, endosperm, and embryo. - begin to understand the function of the various seed parts. - successfully germinate seeds.	RI1, SL1, L4
Ag in the Classroom	Snappy Stems	Snappy Stems	- evaluate the function of plant stems and identify edible stems belonging to certain plants	R4, R7, SL1, L6
Ag in the Classroom	Sorghum at School: Learn, Grow, Pop, Taste	Sorghum at School: Learn, Grow, Pop, Taste	- investigate how and where sorghum is grown and discover its health benefits.	W3, SL1

Highlighted Where Food Comes From lessons (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	The Case of the Missing Pumpkin	The Case of the Missing Pumpkin	- investigate the phenomenon of decomposing pumpkins as a part of the plant's life cycle.	R1, W2, SL1
FRESHFARM FoodPrints	The Garden Ecosystem	The Garden Ecosystem	- identify biotic and abiotic elements in an ecosystem & discuss how they are interdependent	W2, SL1
FRESHFARM FoodPrints	The Seasons of the Garden	The Seasons of the Garden	- explain ways that weather impacts life in the garden	RI7, W2
Ag in the Classroom	The Seed Match	The Seed Match	- investigate where food comes from, the parts of plants we eat, & differences between fruits & veggies	R1
Ag in the Classroom	The Soil We Grow In	The Soil We Grow In	- determine the importance and complexity of the Earth's soil.	R1, W2, SL1
FRESHFARM FoodPrints	Three Sisters Gardens	Three Sisters Gardens	- explain some ways Three Sisters plants help one another grow	SL1, SL5
Edible Schoolyard	Tops & Bottoms: Edible & Inedible	Tops and Bottoms: Edible and Inedible	- identify different parts of plants as growing above or below ground and as edible or inedible. - identify the different functions of leaves, stems, and roots in supporting a plant.	L4
FoodCorps	Up, Up, Up We Grow!	FoodCorps Lessons - p. 57	- explain that a plant needs sun, soil, water, and air to grow.	SL1
PilotLight	Where in the World? Food Sources & Origins	Where in the World? Food Sources and Origins	- identify areas of the world where food is produced & networks of food movement; make inferences about food from farm to table	RI1
PilotLight	Why We Need Seaweed	Why We Need Seaweed - Food Education	- learn the benefits of seaweed and discover the impact seaweed can have on climate change, the environment, & human health.	RI7
FoodCorps	Worm Bin Wonders	FoodCorps - p. 334	- identify parts of worm anatomy - construct a worm bin	SL1
Ag in the Classroom	Digging into Nutrients	Digging into Nutrients	- gain background knowledge of the plants' nutrient requirements, how nutrients are obtained by the plant, what farmers do if the nutrients are not available in soils, & current issues related to agriculture	RI1, R13, SL1, SL4

Food & Nutrition Topic 6:

Poetry from Plants to Plates

How can poetry be used to learn and share ideas about food systems?

This section features collections of poetry that could be used for a standalone food poetry unit or incorporated into the units above.

Featured Poetry from Plants to Plates texts:

[Our School Garden](#) Written by Rick Swann; illustrated by Christy Hale

This book tells a story - through poem vignettes - of a child new to a school who finds community in the school garden. With poems on everything from parts of a plant to compost, and informational tidbits on each page, this book is a terrific one for a poetry unit, garden how-to, exploration of where food comes from, or celebration of the seasons!

[A Moose Boosh: A Few Choice Words About Food](#) by Eric Shabazz-Larkin

This book features a series of over 40 poems celebrating food, gardening, and farming. Featuring the artist's signature style of "vandalized" photographs, this poetry book contains many references to urban farms and gardens, specifically in New York City. The poems are fun, hopeful, and impactful - a perfect collection to complement a classroom poetry unit.

[Fresh-Picked Poetry: A Day at the Farmers' Market](#) by Michelle Schaub; illustrated by Amy Huntington

This collection of poems shows different aspects of a day at a farmers' market using different styles of poetry. The illustrations feature two friends and their dogs exploring the market while the poems highlight the crops and market day, with poems like "Is it Ripe," "From Bee to Me," and "Wild Dreams in Two Voices" (a great read aloud about a Green Zebra Tomato and Dinosaur Kale!).

[On the Farm](#) Written by David Elliott; illustrated by Holly Meade

This book features colorful block prints and accompanying poems about different animals on the farm. These short and fun poems could be used in a poetry unit or for fun explorations of farm animals.

[Follow the Recipe: Poems about Imagination, Celebration, & Cake](#) Written by Marilyn Singer; illustrated by Marjorie Priceman

This poetry book contains recipes for everything from a poem to a disaster to a recipe for following recipes! This is a fun take on recipes and would nicely complement a poetry unit study of different kinds of poems and spur students to write their own "Recipe for ____" poem, building both food literacy and poetry skills!

***Delicious! Poems Celebrating Street Food Around the World* Written by Julie Larios; Illustrated by Julie Paschkis**

This book contains vibrant spreads with tiny poems, each featuring a location and food tradition from around the world: New York, NY, USA; Oaxaca, Mexico; Jaffa, Israel; Marrakech, Morocco; Launceston, Tasmania, Australia; Saint Petersburg, Russia; Lima, Peru; Mumbai, India; Sarabaya, East Java, Indonesia; Seol, South Korea; Athens, Greece; Dakar, Senegal; Beijing, China; Boston, Massachusetts, USA. Using simple poetic techniques, this is a beautifully ñ yr as yet to take in food traditions - or encourage young poets to write their own food poems!

***I Heard It from Alice Zucchini: Poems About the Garden* Written by Juanita Havill; Illustrated by Christine Davenier**

This book features fun and whimsical poems in which fruits and vegetables feature as key players. Lots of personification is on parade in this fun cast of veggie characters!

***The Soil in Jackie’s Garden* Written by Peggy Thomas; illustrated by Neely Dagget**

Using cumulative style like “There was an Old Lady who Swallowed a Fly” or “The House that Jack Built,” this text digs into the word of the soil and compost that builds Jackie’s Garden! This is a fun style for students to emulate in their own poetic cumulative piece.

***Kimchi, Kimchi Every Day* by Erica Kim**

This rhyming book goes through the different kimchi dishes that a little girl enjoys every day of the week. A great compliment for early readers to a food and culture unit or a way to model a strategy for students to write their own kimchi books! Includes a glossary and kimchi facts.

Text-Centered Lesson Spotlights

- Use one of the texts below to inspire students to write their own poems about food, gardens, or farming! Encouraging students to try new foods is a great jumping point - use the five senses to explore stations with different fruits and inspire students to write poems of their own. For younger students, provide a template to fill in with prompts to describe a food with the senses (i.e. “*it feels like _____; it looks like _____*”) (R9, W1, W4)
- Read poems in *A Moose Boosh: A Few Choice Words about Food* and invite students to create their own poems. Integrate into art class by using photocopies of school spaces (or students’ own photography) and giving students the tools to emulate Eric Shabazz-Larkin’s style to complement their poem. (W1, W4)
- After reading *Kimchi, Kimchi Every Day*, invite students to write a poetry style story about what they eat each day of the week, or a food they *could* eat every day, and illustrate each day’s poem. For older students, include rhyming and even a glossary and/or recipes at the end (W1, W4, R9)

Highlighted Poetry from Plants to Plates Lessons:

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Ag in the Classroom	A is for Apples	A is for Apples National Agriculture in the Classroom	<ul style="list-style-type: none"> - use their five senses to investigate apples - identify and model the parts of an apple - make applesauce - discover how apples are grown 	W3
Ag in the Classroom	Four Seasons on a Farm	Four Seasons on a Farm National Agriculture in the Classroom	<ul style="list-style-type: none"> - identify the characteristics of the four seasons of the year - investigate what causes seasons - observe the effects changing seasons have on farms. 	R1, W4, SL1, SL4
FRESHFARM FoodPrints	Growing with the Seasons	Growing with the Seasons	<ul style="list-style-type: none"> - understand why the food we grow changes with the seasons even though most foods are available in stores year-round 	RL1, SL1, SL2
FoodCorps	Life on the Farm	FoodCorps Lessons - p. 403	<ul style="list-style-type: none"> - compare and contrast their lives to life on a farm. - write rhyming poems. 	RL6, W3, L3

Additional Highlighted Lessons on Healthy Eating:

We offer here some additional nutrition-related lessons that feature literacy-rich approaches!

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
USDA Serving Up My Plate	Eat Smart to Play Hard	Eat Smart to Play Hard	<ul style="list-style-type: none"> - identify what foods to eat more of and explain why. - name at least two reasons why it is important to eat foods from all five food groups for a healthy diet. - explain that foods have nutrients that help us grow and stay healthy. - discuss how being physically active is part of a healthy lifestyle. 	W4, SL1
FoodCorps	Grow, Glow, Grow!	FoodCorps Lessons - p. 139	<ul style="list-style-type: none"> - explain how eating certain foods helps them be healthy. - identify foods that fall under each go, grow, and glow category. 	SL1, L1
Common Threads	Lesson 1: My Plate	Common Threads Teach Portal	- learn about MyPlate and be introduced to each of the food groups.	W2, L1, L2
Common Threads	Lesson 2: Nutrition	Common Threads Teach Portal	<ul style="list-style-type: none"> - Read nutrition labels - ELA Extension: Make argument for which item is the most nutritious 	W2
Common Threads	Lesson 2: Whoa, Slow, Go Foods	Common Threads Teach Portal	- learn about categorizing foods as “whoa,” “slow,” or “go” and comparing them by their “health points” that are based on the ANDI scores.	RF4, L2
Common Threads	Lesson 3: Fruits and Vegetables	Common Threads Teach Portal	- learn about the health benefits of various fruits and vegetables.	RF4, L2
Common Threads	Lesson 4: Protein	Common Threads Teach Portal	- learn about the health benefits of various types of protein.	RF4, L2
Common Threads	Lesson 5: Whole Grains	Common Threads Teach Portal	- learn about whole grain sources and the importance of including whole grains in a balanced diet.	RF4, L2
Common Threads	Lesson 6: Healthy Hydration	Common Threads Teach Portal	<ul style="list-style-type: none"> - Visualize how much sugar is in their favorite drinks - ELA Extension: Research sugars hiding in their favorite foods 	W7, RF4, L2

Additional Highlighted Lessons on Healthy Eating (continued):

Organization	Lesson	Link	Objective - Students will:	Standards Addressed
Common Threads	Lesson 7: Facts on Fats	Common Threads Teach Portal	l- learn about the connection between healthy fats, unhealthy fats, and their heart.	RF4, L2
USDA Serving Up My Plate	Sometimes Foods and "Switcheroos"	Sometimes Foods and "Switcheroos"	<ul style="list-style-type: none"> - identify foods with added sugars and solid fats. - explain why foods with added sugars and solid fats should be eaten only some of the time. - give examples of healthier food options to choose instead. 	RF4, W2, SL1, SL4
Ag in the Classroom	Understanding MyPlate	Understanding MyPlate	- explore appropriate serving sizes and determine how to make healthy dietary decisions by identifying the components of nutrition as illustrated by MyPlate	R7, SL1, SL2
FoodCorps	Wonders of Water	FoodCorps Lessons - p. 194	<ul style="list-style-type: none"> - explain why it is important to drink water. - set goals for staying hydrated. 	W8

Meredith Hill-Patel is an educational consultant, curriculum developer, and school designer who is passionate about transforming education through hands-on environmental and social justice-based teaching and learning. She spent fifteen years as a teacher, principal, and school founder in the New York City Department of Education. There, Meredith transformed a vacant lot where she founded and ran a thriving school community garden that featured garden-to-cafeteria harvesting, a school and community compost project, and garden chickens, and regularly designed and taught courses in the garden. Inspired by her students' passion for garden-based learning, she rewrote an entire year's 6th grade English curriculum to center around food systems and food justice. Meredith is a graduate of Barnard College and Teachers College, Columbia University, and a member of the Tisch Food Center's Food Ed Hub. Meredith founded RootEd Educational Consulting, an organization focused on bringing food systems literacy and wellness professional learning and resources to educators. Learn more at www.rooteded.com!