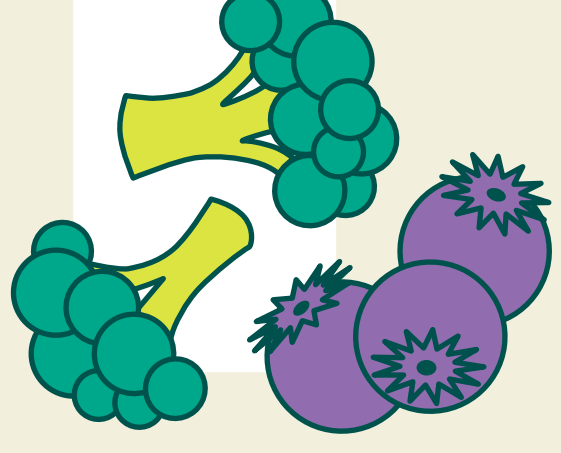




# LESSONS PROGRESSION CHART

FOODCORPS LESSONS



## FALL

## WINTER

## SPRING

- LIVING UP TO OUR FULL POTENTIAL
- MAKING HEALTHY FOOD CHOICES
- EXPLORING THE ECOLOGY OF FOOD
- GROWING AND ACCESSING HEALTHY FOOD
- PREPARING HEALTHY FOOD
- GARDEN EXTENSIONS LESSONS
- MAKING HEALTHY FOOD CHOICES
- EXPLORING THE ECOLOGY OF FOOD
- GROWING AND ACCESSING HEALTHY FOOD
- PREPARING HEALTHY FOOD
- MAKING HEALTHY FOOD CHOICES
- EXPLORING THE ECOLOGY OF FOOD
- GROWING AND ACCESSING HEALTHY FOOD
- PREPARING HEALTHY FOOD
- CONNECTING FOOD, CULTURE, & COMMUNITY
- GARDEN EXTENSIONS LESSONS

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- GARDEN EXPLORATIONS** This is an introduction to the garden by providing exploratory time and reviewing garden agreements. **page 46**
- MINDFUL TASTING** Students learn the practice of slowing down and focusing on their senses while they're eating. They review the five senses, take an imaginary trip to an apple orchard, and mindfully eat apples. **page 52**
- UP, UP, UP WE GROW!** Students play a guessing game, pretend to be a growing plant, and sing a song to consider what a plant needs to grow. **page 55**
- LET US GROW LETTUCE!** Students review what a plant needs to grow and then broadcast and water lettuce seeds in a prepared garden bed. **page 62**
- VEGGIE WRAPS** Students listen to a read-aloud about the wonderful variety of vegetables and they share ingredients to create veggie wraps with hummus. **page 64**
- FABULOUS FIVE** Students go on a mystery journey, following clues around the garden while learning what plants need, before planting their own seeds. **page 66**
- RAINBOW SMOOTHIE** Students play a memory game to become familiar with the colorful ingredients for a smoothie the class will make and enjoy together. **page 80**
- WHO EATS WHAT?** Students will listen to a read-aloud and create their own book matching animals to what they eat, while considering that all living things need food to grow, and food comes from plants and animals. **page 84**
- BEAN BUDDIES** Students learn about conditions for a bean seed to germinate by listening to a story, making Bean Buddies in zip lock bags, drawing pictures and making predictions about their seed's growth. **page 88**
- FROM BEAUTIFUL BEANS TO DELICIOUS DIP!** In this lesson, students learn to process fresh vegetables to enjoy with a bean dip. **page 91**
- BUDDING TASTES** Students think about how food preferences can change, engage in a sensory exploration of herbs, read about becoming more open-minded, draw personal food preferences, and consider the "power of yet." **page 94**
- PERFECT PARFAITS** Students consider where their food comes from by matching pictures of parfait ingredients to their food sources and making their own yogurt parfait by counting and layering ingredients. **page 98**
- SUNFLOWER HOUSE** Students taste sunflower seeds, and sow sunflower seeds in cups after reading *Sunflower House*. **page 102**
- SUNNY HONEY SEED SNACKS** Students create a healthy seed snack and further explore seeds by sorting and grouping seeds. **page 106**
- PEOPLE WHO FEED US** Students consider the various community members who prepare or provide the food they eat, and create a portrait honoring one of these people. **page 109**
- PLANT A PIZZA** Students have a read aloud and then plant vegetable starts that can be used for making pizza. They design their own pizza slice with their favorite toppings and put them together to make Class Pizza Pies. **page 112**

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- SENSORY EXPLORATIONS** Students engage in sensory activities as an introduction to the garden, including making a sound map, doing a blind produce tasting, and collecting garden objects with opposite attributes. **page 118**
- GO, GROW, GLOW** Students play charades to learn about the different foods that help their bodies have energy (go), grow strong (grow), and stay healthy (glow) and draw themselves and foods that enable them to thrive. **page 121**
- PLANT PART SCAVENGER HUNT** Students learn the six plant parts through reading a picture book, singing a song, and hunting for the six plant parts in groups in the garden. **page 125**
- PLANTING A TOPS AND BOTTOMS BED** Students rotate through activities in the garden centered on leafy tops and root bottoms, plant a tops and bottoms bed, make leaf rubbings, use potato stamps and sample the greens and roots they've planted. **page 128**
- PLANT PART WRAPS** Students create plant part wraps to reinforce their knowledge of the six plant parts and discover a healthy snack option. **page 131**
- TEA TIME** Students harvest leaves from the garden to make tea and prepare for a tea party! They gather leaves for bouquets, make centerpieces out of found objects, set the table and then enjoy their tea together. **page 140**
- THE GREAT BALANCING ACT** Students practice sorting food into different food groups and learn a healthy snack equation to help them invent food group combinations. **page 143**
- PLANT PART MYSTERY** Students explore the six plant parts by dressing up a classmate or teacher as a plant, playing a plant part mystery game, and dissecting a plant to identify the parts. **page 149**
- ROOT-VIEW CUPS** Students learn about the function of roots by setting up their own root-view cups to make observations. **page 154**
- GO, GROW, GLOW QUESADILLAS** Students cooperatively make quesadillas with go, grow, and glow ingredients and brainstorm other balanced meals. **page 158**
- WONDERS OF WATER** Students observe plants that have been sufficiently and insufficiently watered and discuss the importance of hydration. They role play about dehydrated plants and animals and set personal water intake goals. **page 162**
- IMAGINARY PLANTS** Students consider the six plant parts by creating their own imaginary plant through drawing and collage. They then label plant parts and their functions and share their creations with partners. **page 166**
- PLANT A GO, GROW, GLOW BED** Students plant a go, grow, and glow bed of grains (go food), a protein-rich plant (grow food), and a vitamin-rich fruit or vegetable (glow food) then hunt for these foods through a scavenger hunt. **page 170**
- TOPS AND BOTTOMS POPSICLES** Students make tops and bottoms popsicles, which include a fruit, root, and leaf. **page 174**
- OUR FOOD TRADITIONS** Students review the food groups and learn about diverse food traditions by drawing a special meal they've eaten and sharing with their classmates. **page 177**
- LOOKING CLOSELY AT LEAVES** Students learn the foundations of scientific illustrations by closely observing a leaf, drawing it with enough detail that a classmate can find it in a group of leaves, and practice the "ABC's of scientific illustration." **page 183**

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- IF OUR CLASS WERE A SOUP...** Students consider the importance of sharing through reading *Stone Soup* and creating a classroom poster of a soup cauldron to which they'll each contribute their favorite vegetable. **page 188**
- EAT A RAINBOW** Students learn about the benefits of eating a variety of phytonutrients by matching fruits and veggies to a color-information card and create a poster of a body to represent the different colors' benefits. **page 191**
- BIODIVERSITY IN THE GARDEN** Students consider the importance of biodiversity by observing and drawing all the life in one square of their garden. They learn about companion planting and sow or transplant "plant friends" in the garden. **page 195**
- PLANT A RAINBOW** Students hunt for the full spectrum of colors in the garden, create a fruit and veggie rainbow collage, and plant a rainbow garden bed to overwinter. **page 197**
- FUN WITH FRUIT SALAD** Students collaboratively create a fruit salad in multiple groups using multiplication. **page 200**
- SAVING SEEDS** Students collect seeds and take a tour of all the seeds in the garden before making origami seed packets and selecting the vigorous seeds they'd like to save for next season. **page 203**
- WHAT THE WORLD EATS** Students create food stories incorporating foods found in traditional diets and teach their classmates through a jigsaw cooperative learning activity. **page 208**
- HOW SEEDS TRAVEL** Students observe a variety of seeds and hypothesize about how the seeds travel. They then read a book about seed dispersal, and taste pomegranate seeds to reinforce the idea that sweet fruits are adapted to attract animals to eat them. **page 212**
- SEED TAPE** Students consider the importance of spacing seeds by pretending to be crowded seeds and measuring and creating seed tape. **page 217**
- SAUTÉ!** Students taste raw vegetables before learning about the sautéing. They then help choose vegetables to create and enjoy their own sauté dish. **page 220**
- A RAINBOW AT THE SALAD BAR** Students hunt for every color of the rainbow in the cafeteria salad bar, review why eating a variety of fruits and vegetables is a healthy choice, and assemble a rainbow salad from the salad bar. **page 224**
- BE A BEE!** Students act out a pollination role-play to understand the important role of pollinators in our food supply. **page 228**
- PLANTING FOR BENEFICIAL INSECTS** Students consider the interdependence of plants and animals through learning about beneficial insects, going on a garden insect hunt, planting beneficial plants, and learning about garden pollinators. **page 231**
- RAINBOW GRAIN SALAD** Students learn knife safety and techniques, observe a knife demonstration, and practice chopping vegetables in groups for a rainbow grain salad. **page 235**
- FOOD STORY SWAP** Students explore food preferences by playing the getting-to-know-you game *The Great Wind Blows*, interviewing each other, and sharing information about their partners with the class. **page 243**
- INSECT HOMES** Students learn what makes an appropriate insect habitat and then construct homes in the garden. **page 246**

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- ALL IN FOR APPRECIATION** Students test their close observation skills by studying one apple and then trying to identify it among other apples then reflect on the importance of diversity in a community and taste test homemade applesauce. **page 252**
- GET TO THE SOURCE** Students learn about to identify foods and match them to their sources then learn the definition of minimally processed foods and apply that understanding to sort food products that share an original, whole food source. **page 255**
- THAT'S LIFE!** Students go on a life cycle scavenger hunt in the garden after exploring the different stages of a pumpkin's life and reading a book depicting this life cycle. They then find samples of each stage of a plant's life cycle and draw the sequence. **page 268**
- WORM BIN WONDERS** Students learn about the decomposition of food waste by observing worms, identifying parts of their anatomy, and working collaboratively to build a worm bin. **page 272**
- QUICK, PICKLE THAT!** Students explore the role of preservation in preparing food and make customized quick pickles. **page 277**
- CELEBRATING THE AUTUMN HARVEST** Students appreciate the abundance of an autumn garden through a scavenger hunt, and the "honorable harvest" how to respectfully harvest from plants and prepare a garden tasting. **page 281**
- TORTILLA TIME!** Students learn to distinguish between whole and processed foods and making corn tortillas from masa harina, and they learn about the cultural tradition of tortilla making by listening to a read-aloud. **page 286**
- LET'S JAMI!** Students consider the steps in the food system by taking on an important role in the processing of strawberry jam. **page 289**
- EXPLORING OUR WORM BIN** Students observe changes that have occurred in the worm bin they established in the fall, diagram elements they can identify in the worm bin, and compare their knowledge of worms to information in a book about worms. **page 293**
- ROOT FRUIT SLAW** Students consider the importance of storage root crops in our diet during the winter, examine root veggies using magnifying glasses, and create a tasty root fruit slaw. **page 297**
- NEIGHBORHOOD FOOD MAPS** Students consider where they can access whole foods in their community, and taste produce from the school neighborhood. They then draw a map highlighting places where whole foods are locally available. **page 300**
- BREAKING DOWN ROCKS, BUILDING UP BREAD** Students learn about how bread is a staple food that originates from plant growing in soil made, in part from eroded rocks. They explore how grains can be traced back to natural materials, including rocks. **page 303**
- PLANTING THE THREE SISTERS** Students learn about the traditional planting of The Three Sisters and the accompanying legend. They plant a Three Sisters bed, and devise a creative retelling of the legend. This lesson should be planned with and informed by local native and indigenous community input. **page 309**
- WHOLE GRAIN CRACKERS** Students learn how to compress a whole grain through exploring various flours, comparing and contrasting white and whole wheat products. They then make whole grain flatbread crackers. **page 314**
- LIFE ON THE FARM** Students consider life on a farm, and they write a poem about the role of food, plants, and animals in their lives. **page 318**
- PLANT FAMILIES** Students closely observe a plant leaf to determine its characteristics and hunt in the garden for where the plant leaf belongs and for others from the same plant family. They then determine the common characteristics of their plant family. **page 320**

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- FOOD MEMORY TOURISTS** Students use sensory description to write about a food memory, engage in guided sensory tours of their memories with a partner, and share their memories with the class. **page 326**
- POETIC PRODUCE** Students mindfully taste and describe produce varieties at stations. They then collaborate to develop a poem, song, or skit, incorporating all the descriptive words the class generated about each variety. After performing, the class considers different food preferences. **page 328**
- GET TO KNOW A CROP** Students research a crop to determine whether they should grow it. After learning the crop's history and how it's grown and used, students present arguments to their classmates on whether this crop should be grown in their region. **page 331**
- AGENTS OF CHANGE** Students hear about an activist who created change in the food system, brainstorm issues around food and health in their school community and work in teams to generate solutions and action steps they could take to be agents of change. **page 335**
- CHOOSE-YOUR-OWN-FLAVOR POPCORN** Students explore the five flavor profiles, identifying and sorting ingredients in teams and working collaboratively to create a custom popcorn seasoning. **page 341**
- GETTING TO KNOW THE GARDEN** This lesson serves as an introduction to the garden for upper grades. Students discuss expectations in the garden, play garden bingo, and then move through rotations of activities meant for them to thoughtfully engage with living things in the garden. **page 343**
- BECOMING CAFETERIA MENTORS** Students consider the best ways to navigate the cafeteria salad bar and brainstorm engaging ways to present this information to younger students with whom they'll establish mentor relationships. **page 356**
- WORLD TRAVELS OF FOOD** Students explore the concept of food miles through reading a book about a journey around the world to source ingredients. They then calculate a scaled representation of the food miles for the various ingredients and create a human graph to compare mileage. **page 361**
- A PATCHWORK GARDEN QUILT** Students learn to read a seed spacing guide and learn how to design a 5' x 5' imaginary garden bed using chart paper; they then combine the individual squares into a paper "quilt" made to look like a garden. **page 365**
- SALAD DRESSING CHALLENGE** After learning the method to practice dressing, students will collaborate in groups to develop a custom salad dressing, and vote on a class favorite. **page 368**
- LEARNING FROM OUR ELDERLY** Students consider the elders in their families and communities and determine what they'd like to learn from them around the themes of food and healthy eating. Students learn about interviewing and interview an elder. They report back and have elder community members share their wisdom with the class. **page 361**
- FOOD PACKAGING** Students consider how an orange comes with its own perfect packaging, and they sort other food packaging to determine the materials used and whether they are recyclable or compostable. **page 378**
- GARDEN GRIDS** Students use the square-foot gardening method to practice measuring and multiplication. This lesson can be a follow-up to the fourth grade winter *A Patchwork Garden* quiet lesson by having students measure and plant the squares they designed. **page 382**
- REIMAGINED SNACKS** Students consider their favorite snacks. The class then makes a whole-foods variation of spicy corn chips in the form of spicy kale chips and brainstroms reimagined snacks, using whole or minimally-processed foods to create an action plan to incorporate more of these into their snacks for the week. **page 386**
- MEALTIME TRADITIONS AROUND THE WORLD** Students learn about mealtime traditions from other cultures by taking a walking tour of the world. **page 392**
- PLANT A SALSA BED!** Students plant starts for a salsa garden bed that they will harvest and enjoy as fifth graders. They also "plant" intentions that they can revisit at the start of the next school year. **page 400**

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- FULL POTENTIAL MANIFESTO** This lesson, which could work well as a new-year or beginning-of-school-year activity, guides students in writing personal wellness manifests through which they explore what it means to live up to your full potential. **page 406**
- WHAT'S IN MY SALSA?** Students compare and contrast homemade and store-bought salsas by reading nutrition labels and making their own salsa. **page 410**
- WHAT DO PLANTS EAT?** Students work in groups to put together a puzzle of the photosynthesis process. Then, after checking for understanding as a class, the groups make their process come alive by creating and performing photosynthesis skits. **page 412**
- SEASONAL FOOD WHEELS** Students sort seed packets according to plant parts and growing season and learn which fruits and vegetables are in season in their region. They then create their own Seasonal Food Wheel to inform when to harvest food plants grown in their USDA zone. **page 419**
- GREEN SAUCE AROUND THE WORLD** Students study five different green-herb sauce recipes from various cultures and determine their commonalities and differences. They then work together to create and enjoy one of these green sauces. **page 423**
- PUTTING THE GARDEN TO BED** Students learn techniques for putting the garden to bed and explore the garden for signs of the changing season. They then remove warm-season crops, plant cover crop seeds, and explore the differences between cold- and warm-weather seeds. **page 429**
- THE SECRET STRATEGIES OF FOOD ADVERTISING** Students think critically about food advertising strategies, analyze a range of food advertisements, and create their own persuasive fruit or vegetable advertisement. **page 434**
- WEB OF LIFE** Students consider the interdependence and transfer of energy between living things by creating food chains and participating in a yarn food web activity. **page 438**
- CHANGEMAKERS** Students hear about an activist who addressed a sustainability issue within their community. Brainstorm issues within their own community and work in teams to generate solutions and action steps they could take to be agents of change. **page 445**
- STONE SOUP** Students are each given a role to prepare and contribute something to a classroom stone soup. It is ideally intended as a celebration where parents or other adult community volunteers are present to assist. **page 451**
- SUGAR SHOWDOWN** Students estimate and measure the sugar content of commercially sold beverages and consider the implications of excess sugar in our diets as well as why humans like sugar. They then sample an herb-and-fruit-infused water and think of variations they'd like to create at home. **page 455**
- CYCLE OF A NUTRIENT** Students learn about the nutrient cycle and demonstrate their understanding of the nutrient cycle through a cartoon or narration. **page 462**
- BREAK IT DOWN** Students practice identifying and sorting biodegradable objects before they work in teams to learn how to build a compost pile in the school garden. **page 467**
- ROLLING INTO SPRING** Students practice knife skills and balancing flavors to make veggie spring rolls and a dipping sauce. **page 470**
- GRATITUDE FEAST** Students plan and create an end-of-the-year celebratory feast to honor the people who help them eat well every day. They craft invitations, decorations, conversation starter cards, and thank-you notes and reflect on bringing healthy habits into the new year. **page 473**
- ROTTING AWAY, DAY BY DAY** Students look for signs of decomposition in the garden, consider the factors that influence the rate of decomposition, and then bury an object that they unearth a couple weeks later to observe. **page 477**

## Information to Help You Navigate the Lessons Progression Chart Poster

### What is the FoodCorps Lesson Progression Chart?

A chart that provides an overview of FoodCorps lessons organized by grade, season and themes. They follow a progression where lessons can build off one another, and into the next grade level.

### What are the Themes?

The six FoodCorps themes provide a framework for service members to identify the central topic for each lesson.

Living up to Our Full Potential; Making Healthy Food Choices; Exploring the Ecology of Food; and Connecting to Food, Culture, and Community are all conceptual themes. In the lessons under these themes, students are primarily working on building their knowledge of these central ideas. Growing and Accessing Healthy Food and Preparing Healthy Food are skills-focused themes, and in the lessons under these two themes, students are developing their skills in gardening, cooking, and accessing healthy foods.

#### ■ LIVING UP TO OUR FULL POTENTIAL

This is the first "bookend" of the FoodCorps lesson themes. Lessons focus on growing positive connections with one another, healthy food, and the environment. Students reflect on how these relationships help us live up to our full potential and emphasize practices that support social and emotional learning.

#### ■ MAKING HEALTHY FOOD CHOICES

Lessons focus on exploring big-picture concepts that guide healthy eating such as balancing the food groups, discovering our individual food preferences, and examining external factors that influence our food decisions.

#### ■ EXPLORING THE ECOLOGY OF FOOD

Lessons focus on the scientific concepts that relate to food and food systems. Such key ideas include how plants grow, food webs, cycles, and the ecological impacts of the food system.

#### ■ GROWING AND ACCESSING HEALTHY FOOD

Lessons focus on garden-based skills to grow healthy food and community advocacy skills to help improve access to healthy food.

#### ■ PREPARING HEALTHY FOOD

Lessons focus on the skills required to prepare and enjoy a variety of healthy foods together. As students get older, the cooking activities become more complex and independent and involve meal planning and goal-setting in addition to food preparation.

#### ■ CONNECTING TO FOOD, CULTURE, AND COMMUNITY

This is the last "bookend" of our themes. Lessons are all intended as year-end culminating activities in which students give thanks for their food, and make connections between healthy foods and their personal culture, school culture, or world cultures.



### What are FoodCorps Lesson Topic Clusters?

The FoodCorps Lessons can be grouped in mini-topic clusters. Lessons within a given "cluster" use multiple strategies to address a particular concept. For example, students learn the concept of Go, Grow, Glow foods in the first lesson, make a snack with those foods in the second lesson, and plant go, grow glow foods to reinforce the concept in the third lesson. Please use this list as a reference for lessons that might be interesting to teach as a grouping. Note that there are lessons in some groupings that span multiple grades. Don't let this deter you from adapting each lesson to meet the specific needs of your group of students.

#### 🌱 Basic Plants Needs | Kindergarten

- Up, Up, Up We Grow!
- Let us Grow Lettuce!
- Fabulous Five
- Bean Buddies

#### 👁️ Foundations of Where Food Comes From | Kindergarten

- Who Eats What?
- Perfect Parfaits

#### 🌿 Plant Parts | 1st Grade

- Plant Part Scavenger Hunt
- Planting a Tops and Bottoms Bed
- Plant Part Wraps
- Plant Part Mystery
- Imaginary Plants
- Tops and Bottoms Popsicles

#### 🌱 Go, Grow, Glow | 1st Grade

- Go, Grow, Glow
- Go, Grow, Glow Quesadillas
- Planting a Go, Grow, Glow Bed

#### 🌈 Eat a Rainbow | 2nd Grade

- Eat a Rainbow
- Plant a Rainbow
- Rainbow at the Salad Bar
- Rainbow Grain Salad
- Rainbow Smoothie (Kindergarten)

#### ☀️ Sunflower Seeds | Kindergarten

- Sunflower House
- Sunny Honey Seed Snacks

#### 🐛 Seeds | 2nd Grade

- Bean Buddies (Kindergarten)
- Saving Seeds
- How Seeds Travel
- Seed Tape

#### 🐝 Insects | 2nd Grade

- Be a Bee!
- Planting for Beneficial Insects
- Insect Homes

#### 🍲 Stone Soup | 2nd Grade

- If Our Class Were a Soup . . .
- Stone Soup (5th Grade)

#### 🐛 Worms | 3rd Grade

- Worm Bin Wonders
- Exploring Our Worm Bin

#### 🌾 Staple Grains | 3rd Grade

- Tortilla Time!
- Breaking Down Rocks, Building Up Bread
- Whole Grain Crackers

#### 🍷 Processed vs. Whole Foods | 3rd Grade

- Get to the Source
- Let's Jam!

#### 🍷 Food System | 4th Grade

- Neighborhood Food Maps (3rd)
- World Travels of Food
- Food Packaging

#### 🍷 Flavor Profiles | 4th Grade

- Choose-Your-Own-Flavor Popcorn
- Salad Dressing Challenge

#### 🌱 Planning and Designing Garden Space | 4th Grade

- A Patchwork Garden Quilt
- Seed Tape (2nd Grade)
- Garden Grids

#### 🍷 Salsa | 4th Grade

- Plant a Salsa Bed
- What's in My Salsa? (5th Grade)

#### 🍷 Decomposition | 5th Grade

- Cycle of A Nutrient
- Break it Down
- Rotting Away, Decay by Decay

#### 🍷 Energy Transfer | 5th Grade

- What Do Plants Eat?
- Web of Life

#### 🍷 Setting Goals | 5th Grade

- Full Potential Manifesto
- Gratitude Feast

#### 🍷 Celebratory Lessons

- Tea Time
- Stone Soup
- Celebrating the Autumn Harvest
- Gratitude Feast

