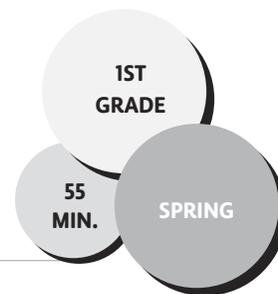


Plant a Go, Grow, Glow Bed

THEME: GROWING AND ACCESSING HEALTHY FOOD



ESSENTIAL QUESTIONS

How can eating certain foods help our bodies grow strong and stay healthy?

Where do go, grow, and glow foods come from?

LEARNING OBJECTIVES

✓ Students will be able to recall how different foods help us be active (go), grow strong (grow), and stay healthy (glow).

✓ Students will be able to trace go, grow, and glow foods back to plants and animals that eat plants.

✓ Students will be able to prepare and plant a bed with go, grow, and glow foods.

LESSON DESCRIPTION

In this lesson, students review go, grow, and glow foods through tasting and dramatically acting out each food's impact on the body. They then 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). Students also hunt for these foods through a go, grow, and glow scavenger hunt. This lesson is designed to be taught in conjunction with lessons, Go, Grow, Glow and Go, Grow, Glow Quesadillas.

CONCEPTS

creativity imaginary six plant parts

Engaging the Classroom Teacher

Prior to the lesson, check that the teacher feels comfortable leading one of the other rotations while you are planting with students during Action Step 3. Also see if there's another adult who can support the third rotation. If not, consider modifying the lesson to do a whole-class scavenger hunt and planting.

MATERIALS

- Seeds or transplants to represent each go, grow, and glow category
- Images of animals or protein-rich plants and/or props such as animal figurines (optional, if you don't have protein-rich plants growing in the garden)
- Snack (ideally from the garden) such as a cherry tomato, piece of kale, or berry for each student
- 5 trowels
- 5 watering cans
- Access to hose (to refill watering cans)
- Clipboards
- Colored pencils
- Go, Grow, Glow Scavenger Hunt Worksheet (p. 207)

GO! WARM-WEATHER GRAINS

- Spring hard red wheat
- Millet
- Quinoa
- Corn
- Barley
- Buckwheat

GROW! PROTEIN-RICH PLANTS

- Sunflowers (for seeds)
- Pumpkins (for seeds)
- Black-eyed peas
- Beans

GLOW! FRUITS AND LEAFY GREENS

- Tomatoes
- Peppers
- Zucchini
- Chard
- Spinach
- Kale

PREPARATION

- › Consult a local planting guide for your region, and determine what you'll be planting.
- › Scout a location in your garden to make your go, grow, and glow bed. You might want to divide a raised bed into three sections.
- › Recruit one or more additional adults (a teacher, parent volunteer, or community member) to support the class during this lesson.
- › Identify a garden chore students can perform as one of the rotations. For example, you might identify a bed that needs weeding, have students harvest a crop for the cafeteria, or set up a wheelbarrow with a screen for students to sift compost. With this age group, most chores will require additional adult supervision.
- › Photocopy the Go, Grow, and Glow Scavenger Hunt Worksheet for all students.

ACTION STEPS

1. Engage: Gather students in a circle and ask, *Where does the food we eat come from?* Discuss how our food comes from plants and animals that eat plants. Say, *Today we're going to be planting go, grow, and glow foods. (5 min.)*

2. Tasting and Role Play: To help students recall the go, grow, and glow concept, have them do a dramatic representation of eating each of those foods. Pass out a cracker, explaining, *This is a go food, so it gives us lots of energy.* Have them

leapfrog or hop around the circle back to their spots. Next pass out a couple sunflower seeds to each student and say, *Seeds, nuts, beans, and meat are grow foods. They help us grow bigger and help us build muscle. Let's pretend we have strong muscles and are lifting heavy things above our heads.* Model lifting an imaginary box, exaggerating the heaviness of the box. Again have students "carry" their box around the circle back to their spots. Finally, pass out a cherry tomato, a piece of kale, or a berry to each student. Say, *This, like other fruits and vegetables, is a glow food. They help us be our glowing healthy selves! Show me what you look like when you're feeling good!* Have students strut around the circle back to their spots. **(10 min.)**

3. Rotations: Briefly go over each rotation with students, explaining that they'll switch once they hear the signal from you. Divide students into three groups, naming each one Go, Grow, and Glow for easy identification. Have students rotate through each station for ten minutes each. **(30 min, 10 min. for each rotation)**

a. Planting: Have each group plant one of the categories of foods, emphasizing and reinforcing which category they're planting by having them perform the associated physical gesture. Go over tool safety with each group, and demonstrate how to transplant the starts or sow the seeds that

the group will be planting. If using starts, you might have pairs plant together. Have students water their seeds.

b. Scavenger Hunt: Have students find a representation of go, grow, and glow foods in the garden through using the Go, Grow, Glow Scavenger Hunt Worksheet. If you don't have any protein-rich plants growing, you might scatter animal figurines or images of protein-rich plants throughout the garden for students to find. You might also highlight a walnut or other nut tree growing in your garden with a sign.

c. Garden Chore: Have the third rotation of students care for the garden in some way, either through weeding, sifting compost, or harvesting a crop. Before students break into smaller groups, be sure to explain the guidelines for this task.

4. Closing: Gather students back together. Have students share with their classmates what they planted, going over which is the go, grow, and glow food to reinforce the concept. *(5 min.)*

REFLECTION

Have students discuss the following questions in small groups, then share with the class: *(5 min.)*

Social and emotional learning

- *Ask yourself: Was I safe and respectful in the garden today?*

Check for understanding

- *What are some go foods you like to eat? What about grow foods? Glow foods?*
- *What go, grow, and glow plants did you find in the garden?*
- *How would you explain what you learned about go, grow, and glow foods to a friend?*

ADAPTATIONS

Tasting Extension: If you have lots growing in your garden, harvest crops to make a go, grow, and glow salad with your group.

Art Extension: Create go, grow, and glow plant markers, and have students place them next to corresponding plants in the garden.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

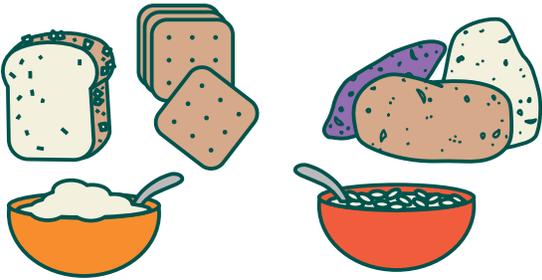
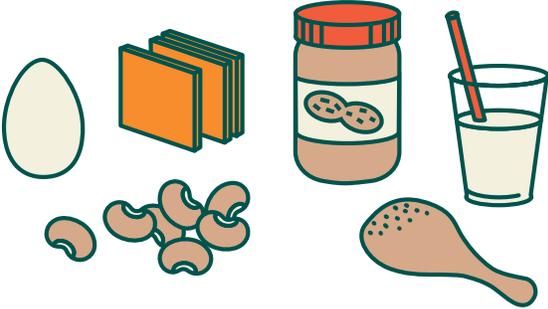
CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

Name: _____ Date: _____

Go, Grow, Glow Scavenger Hunt Worksheet

Directions: Circle the go, grow, and glow foods you find in the garden.
Then draw a picture of what you find.

GO	
	
GROW	
	
GLOW	
	