

HOW TO MAKE FRIENDS WITH A CARROT

CELEBRATING OUR DIFFERENCES IN THE GARDEN



ILLUSTRATED BY ADE CRUZ DESIGNED BY ANABELLE PANG

Written by FoodCorps Americorps Service Members

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Dedication

To the communities that open
their doors for us, to our fellow
FoodCorps AmeriCorps service
members, and to all those who
eat, you belong at the table and
are worth celebrating.



Welcome to Ms. Zora B's garden! Ms. Zora B is watering the plants. There is a sign that says welcome in three languages: English, Spanish, and Diné Navajo (Welcome, Bienvenidos, Yá'át'ééh). Four kids enter the garden to explore.



“Hi, I’m Tahoma. I’m in fourth grade on Tiwa Pueblo land, also called Albuquerque, New Mexico. Today I’ve decided to make a friend so I can learn new things ... but I’m already friends with everyone in my class! Where will I find a new friend?”

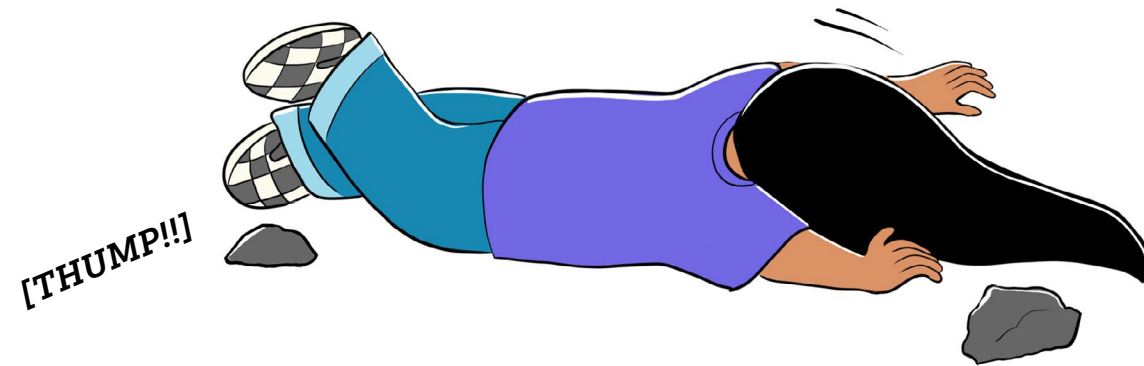


“Hi, Tahoma. I’m Ms. Zora B. I’m going to teach you about all the good things that grow in the garden. There are lots of new friends you can find in the garden! Why don’t you explore?”

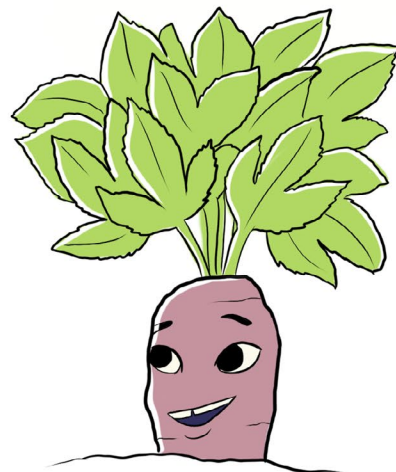


“Bug . . . Will you be my friend?”

“OUCH! Rock . . . Will you be my friend?”



“Carrot . . . Will you be my friend?”



**Tahoma tries to style
Carrot’s top leaves.
Carrot is clearly not
enjoying itself.**

**Tahoma tries to dance
with Carrot but almost
crushes poor Carrot.**



“Ms. Zora B, this isn’t working.”

“Tahoma, when I try to
make a new friend, I start
by getting to know them.”

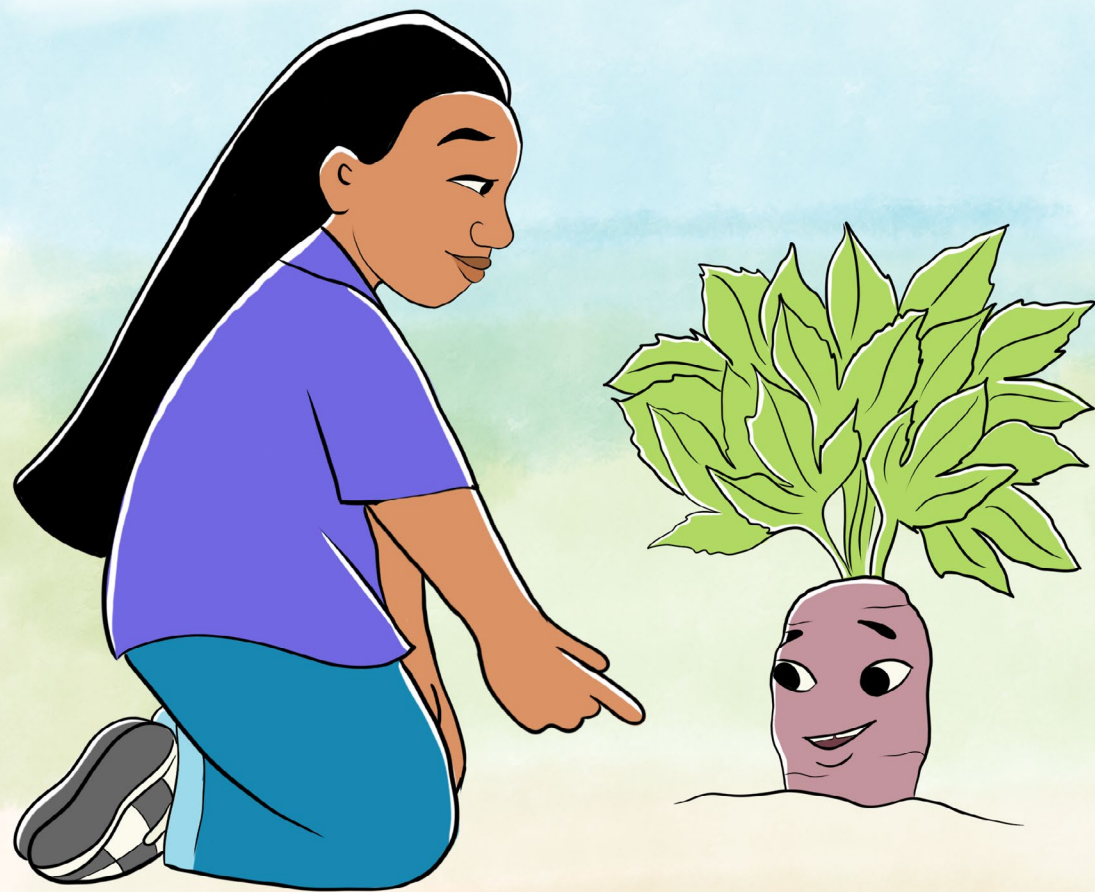


“Okay, I’ll ask Carrot a question ...
Tell me about yourself ...”



“You grow underground, huh?”

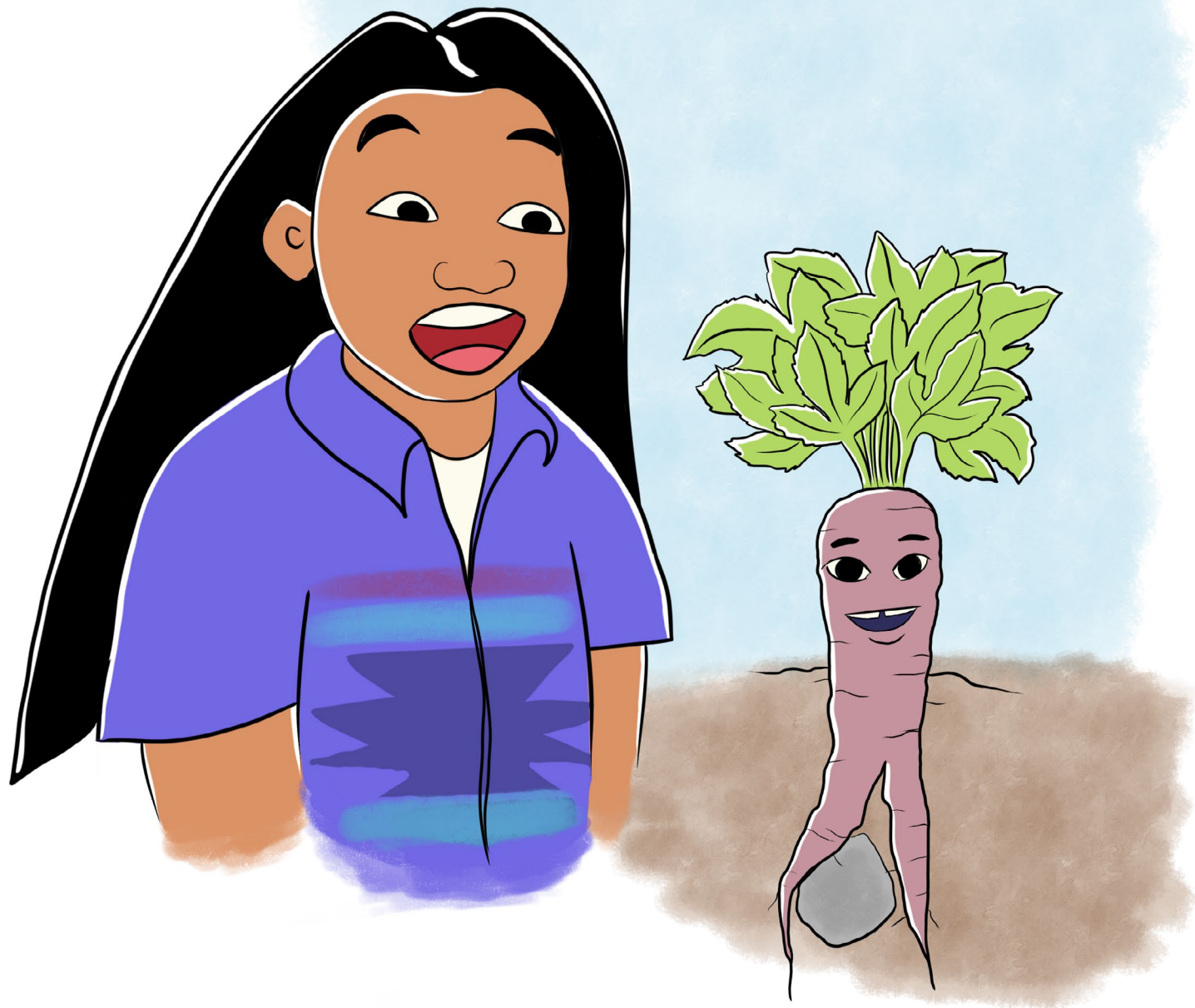
That’s neat.”



“Can I see how that works?”



“Look at that! You grew around a rock! That’s amazing! It’s hard to keep growing when you’ve got problems in the way. I would know. People tell me that boys shouldn’t have long hair, but everyone in my family does. Having long hair makes me different. I’m still growing though, just like you!”



“Hey, you’re a good listener.”

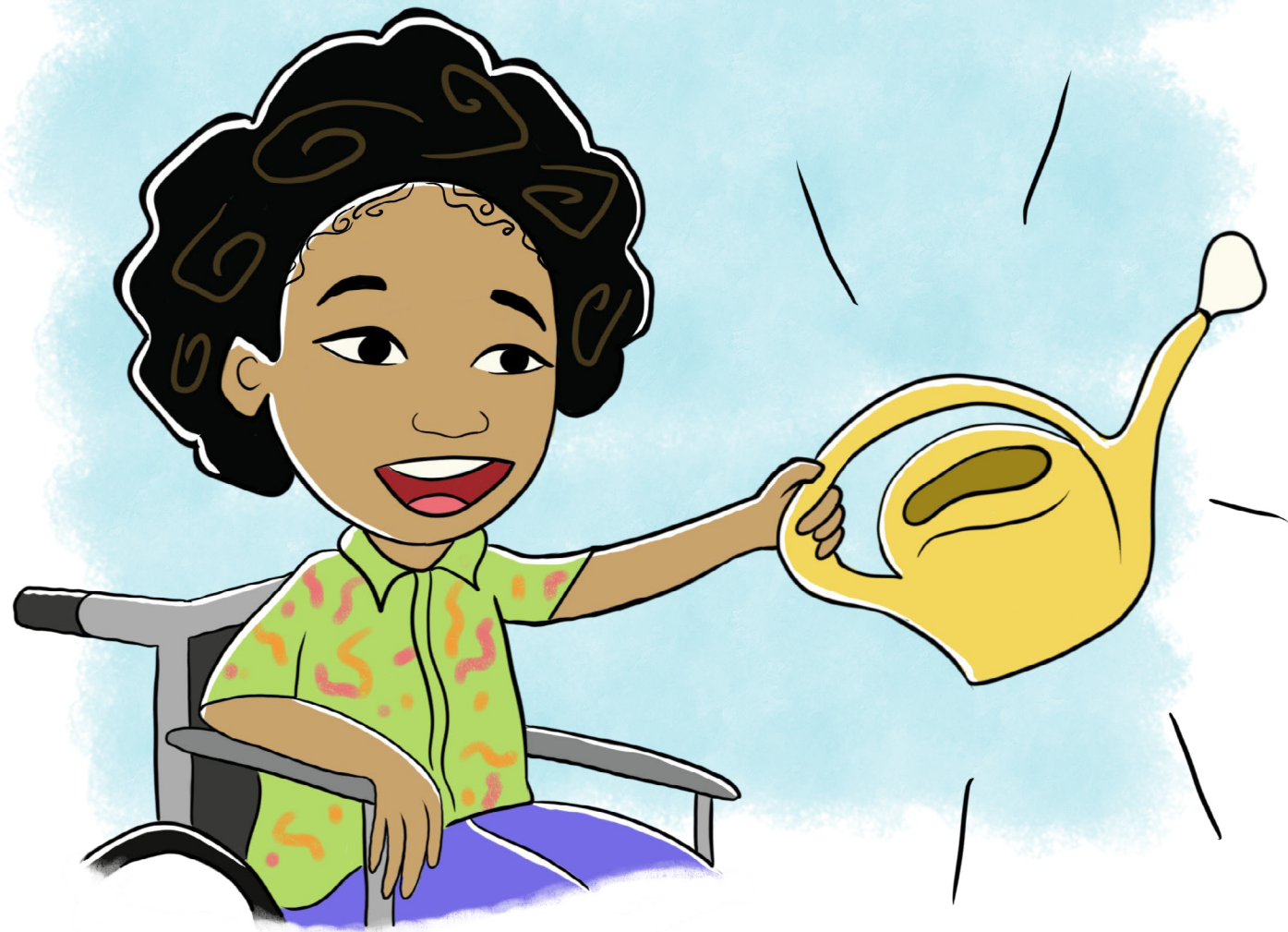
“Sasha, this is my new best friend!”



“Woah. What can I do to be a good friend to a carrot, Ms. Zora B?”



“Carrots need sun, soil, water, air, and space to grow. Why don’t you grab that watering can?”



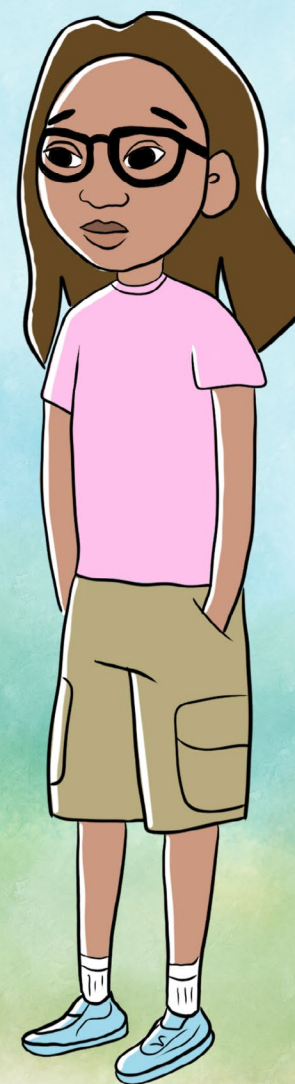
“Hi, Joca! Hi, Shahinda! This is our carrot friend, and we’re giving it water, so it can grow big and strong!”



“WAIT! STOP! I heard on a TV diet commercial that we should all try to be smaller . . . it said it’s better. Don’t you want to stay small?”



“Shahinda, a carrot wants to be healthy, and that doesn’t always mean being small. We can be healthy and have small bodies. We can be healthy and have big bodies.



Carrots need good nutrition just like us. When their tops are green and growing strong, they’re getting what they need. What makes your body feel strong?”

“I eat lots of different kinds of foods that help me go, grow, and glow! I can run and dance, and my tummy doesn’t growl all day.”



“I make sure to take at least one bite of everything on my school lunch tray. Yesterday I tried green beans for the first time!”



“I help my abuela prepare dinner for my family! One of my favorite foods to make is pupusas. I feel strong when I mix the dough and flatten it with my hands.”

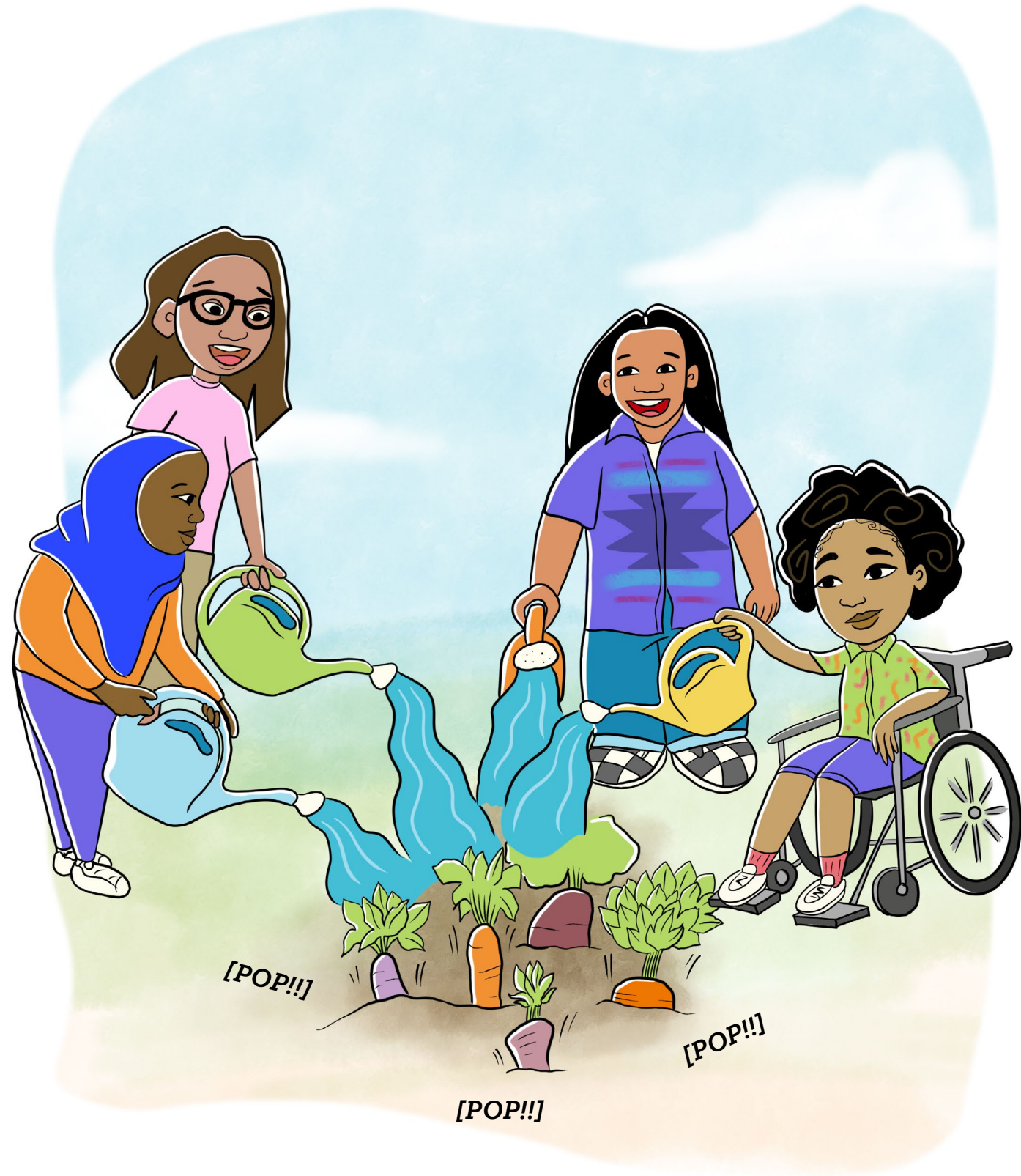


“I notice how my body feels when I’m hungry and when I’m full. My favorite food is broccoli because it tastes good, especially with cheese!”



“We’re getting what we need to be healthy, just like Carrot!”





“Is it okay if we pick the carrots that have just popped out of the ground?”





“Hey, that was nice of you!
Thank you!”

“Hey, everyone! The carrots
gave us a snack. Look!”

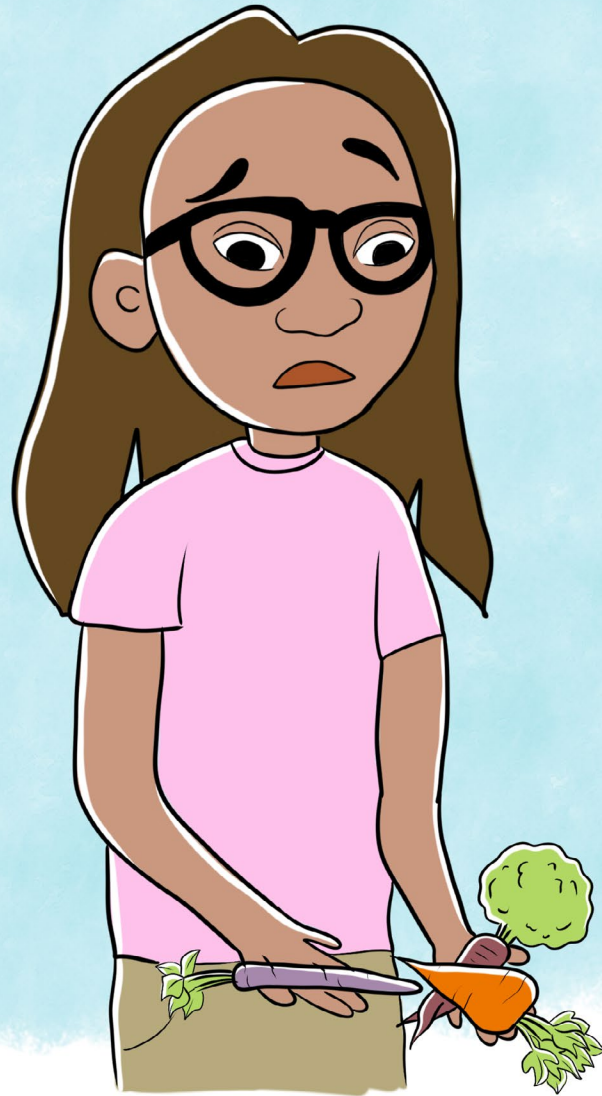


“Wow, that was kind. Did you know carrots
have vitamins that help your eyes?”

“Cool! When I take
care of a plant,
the plant takes
care of me.”

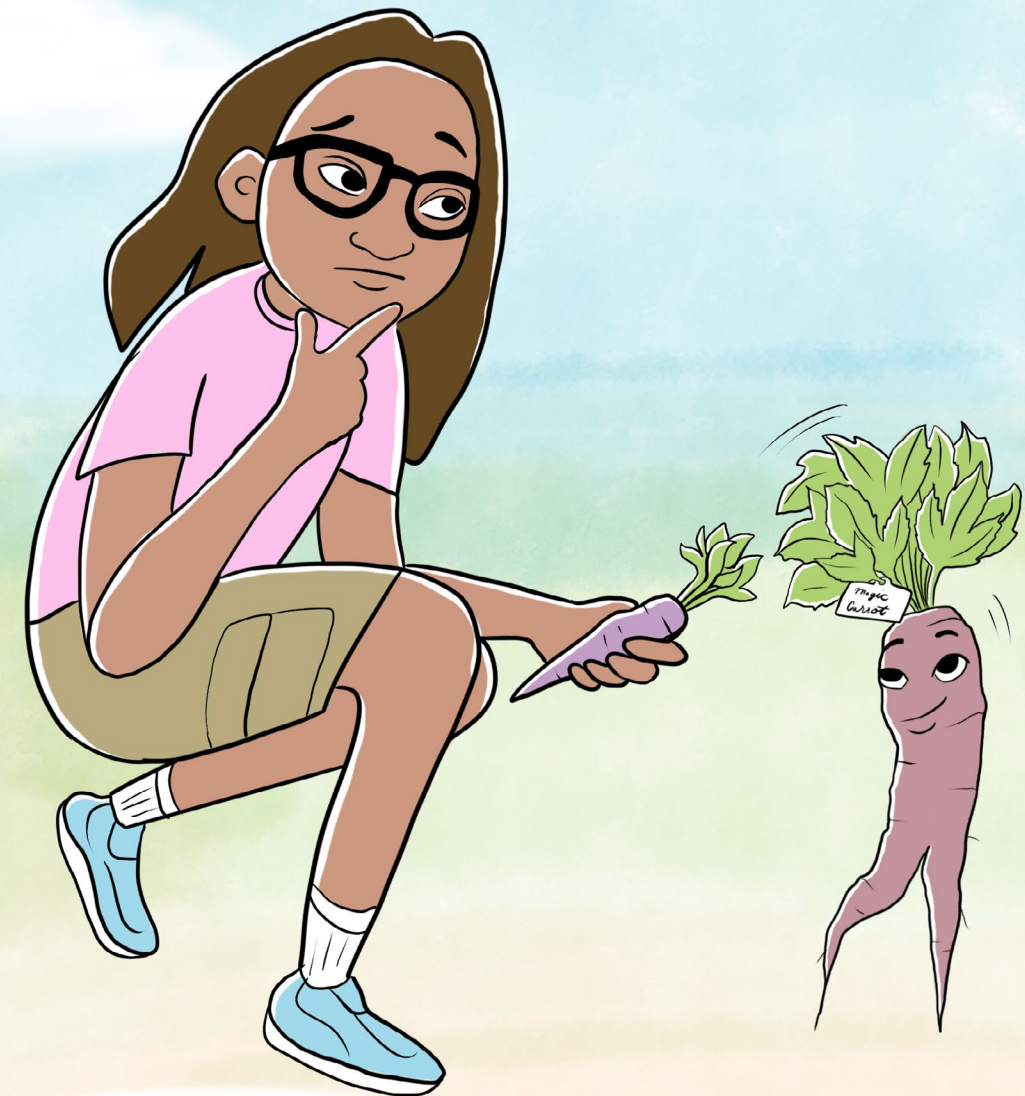


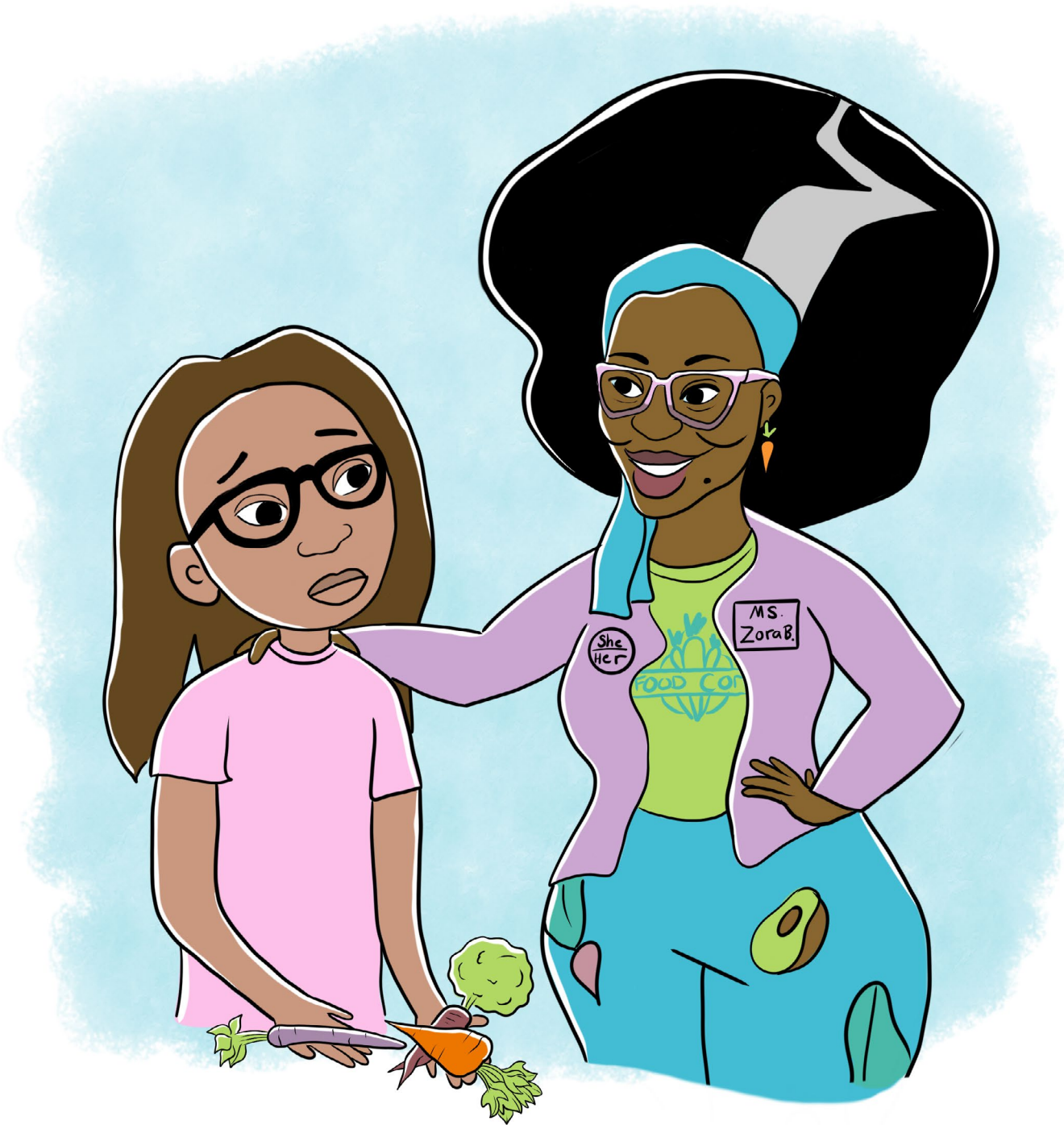
“Wait a minute, this one is plump, this one is long, and this one has some wild hair!”



“I don’t understand. They’ve all gotten the same amount of water . . . shouldn’t they all look the same?”

“You come from different seeds, huh?”





“Honey, if there was only one type of carrot then the carrots wouldn’t be unique, and that makes them special. What if everyone in your class knew the same stuff, looked the same, and spoke the same?”



“No way! When I can’t figure out how to tie my shoe, Shahinda helps me.”

When I was learning English, Sasha would help me figure out the words.

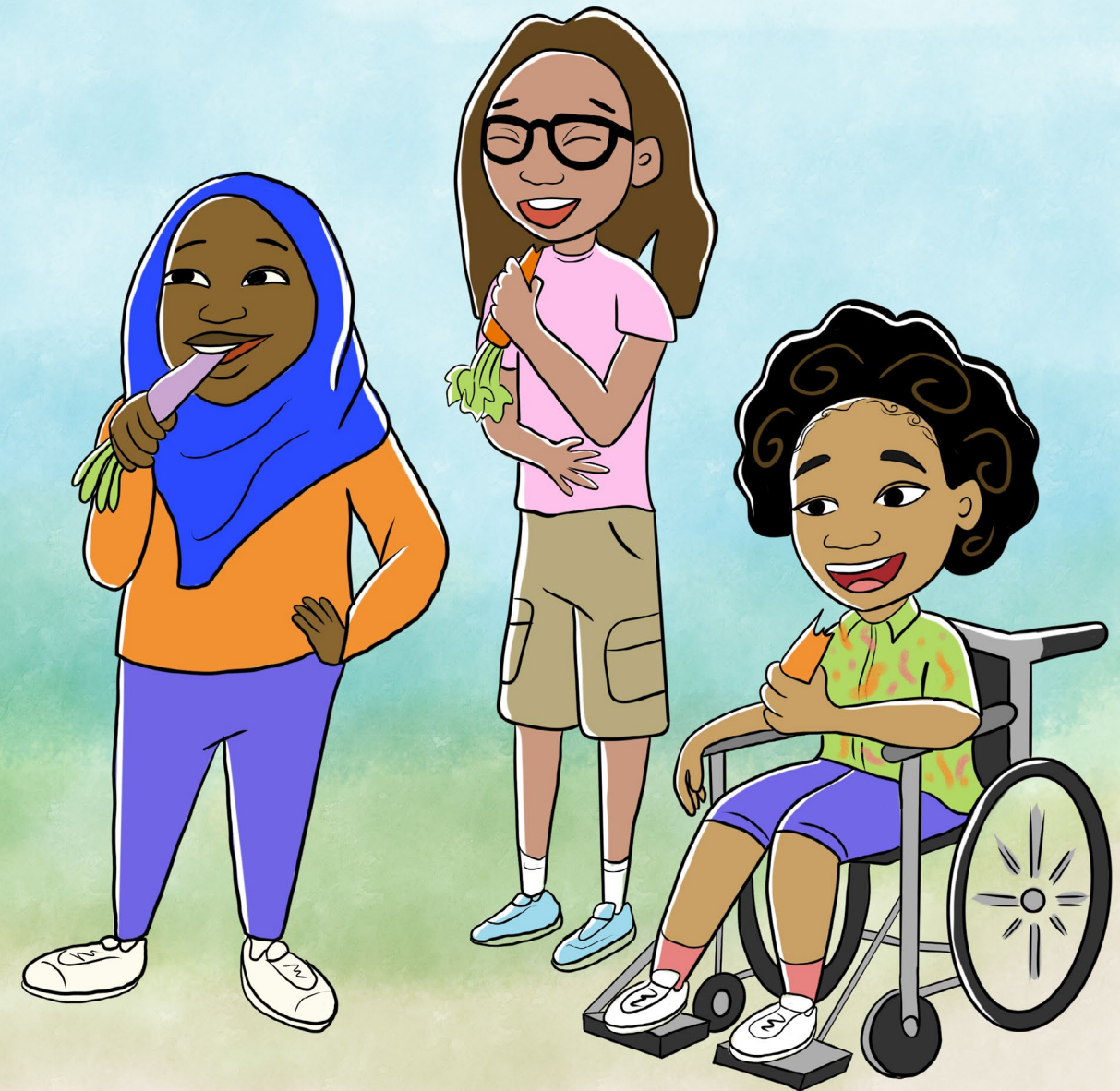


Also, Joca helped me braid my hair last week, and I looked fab-u-lous.



Plus, I’m tall so I like to help my friends when they need something from the tallest shelf. I like that my friends have differences; that makes life more fun!”

“You are right. All of you
are so worth celebrating!”



"Let's crunch to that!"

“Making friends is so much fun!

Tomorrow I’m going to be
friends with the bok choy!”

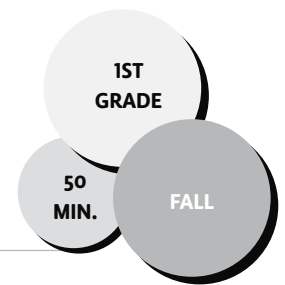


Are you ready to play? The following is a lesson from our *FoodCorps Lessons Book* that Shahinda referenced in this story. In this lesson, students play “go, grow, and glow charades.” They learn about the foods that help their bodies have energy (go), grow strong (grow), and stay healthy (glow). Students then draw themselves with connections to the foods that enable them to enjoy those activities. We hope you have fun!

Go, Grow, Glow

Adapted from Life Lab's *The Growing Classroom*

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

How can eating certain foods help our bodies grow strong and healthy so that we can be who we want to be and do what we want to do in the world?

LEARNING OBJECTIVES

- ✓ Students will be able to explain how eating certain foods helps them be healthy.
- ✓ Students will be able to identify foods that fall under each go, grow, and glow category.

CONCEPTS

energy go, grow, glow protein

Engaging the Classroom Teacher

During Action Step 6, suggest that the teacher help students correctly categorize their favorite foods.

LESSON DESCRIPTION

In this lesson, students play go, grow, and glow charades, learning about the different foods that help their bodies have energy (go), grow strong (grow), and stay healthy (glow). They then draw themselves in action and at their best, with connections to the foods that enable them to enjoy those activities. This lesson is designed to be taught in conjunction with lessons The Great

Balancing Act, Go, Grow, Glow Quesadillas and Plant a Go, Grow, Glow Bed.

MATERIALS

- Index card for each student (optional)
- Go, Grow, Glow Poster (p. 142)
- Go! Grow! Glow! Worksheet (p. 143) for each student
- Projector and document camera or chart paper and markers
- Colored pencils and crayons

PREPARATION

- › If you don't have a document camera to project the worksheet, create a version of it on chart paper to fill in with your own model.
- › Photocopy the Go! Grow! Glow! Worksheet for each student.

ACTION STEPS

1. Engage: Gather students in a circle, and ask them to think about their favorite activity, like running, reading, etc. If you want to practice literacy, pass out index cards, and have each student write the activity on their index card. Check in and encourage students to sound out what words begin with and use their own spelling, or let them draw a picture. **(2–5 min.)**

2. Playing Charades: Say, *We're going to play a game where you act out your favorite activity*

and then we have to guess what you're doing. Take volunteers to stand up and act out their activity. The student who correctly guesses is the next one to act. If you've had students write their activity on index cards, play a new round by collecting everyone's cards, shuffling them, and taking volunteers to act out a random activity from the pile. You might have to support students in reading each other's writing. **(10 min.)**

3. Explain: Explain, *Did you know there are certain foods we eat that give us energy to do our favorite things? These are the "go" foods. Have students wiggle their bodies to show using energy, then say, There are also foods that help us grow and get strong. These are "grow" foods. Have students show their bicep muscles. Then say, There are also foods that help our skin, teeth, and hair look nice; help our brain think; and help our body feel good. These are foods that help us "glow"! Have students give a full-toothed smile, and frame their faces with their hands. (5 min.)*

4. Guessing Game: Show students the Go, Grow, Glow Poster, and go over some foods in each category saying, *Grains like bread and rice help us go! Protein-rich foods like beans, nuts, dairy, and meat help us grow! Fruits and vegetables help us glow!* For each category have students pantomime the gesture you taught them to reinforce the concept. Then play a game where you call out a food, and students must guess which category it goes in by performing the corresponding gesture. For example, say, *Chicken!* and then have students make a muscle. Or *Cucumber!* and have students make a big, glowing smile. **(10 min.)**

5. Model: Model for students how they'll be filling in the Go! Grow! Glow! Worksheet, using either the document camera or chart paper. Explain aloud while drawing a picture of yourself in the center of the wheel doing your favorite activity. Then draw some of the corresponding go, grow, and glow foods from each section of the Go, Grow, Glow Poster on the outer part of the wheel, emphasizing that go, grow and glow, foods help give us the energy, strength, and health to do our favorite things. **(5 min.)**

6. Making a Go, Grow, Glow Wheel: Pass out worksheets to students and then circulate through the room, guiding students to refer to the poster to remember which foods match which category (go, grow, or glow). **(10 min.)**

REFLECTION

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

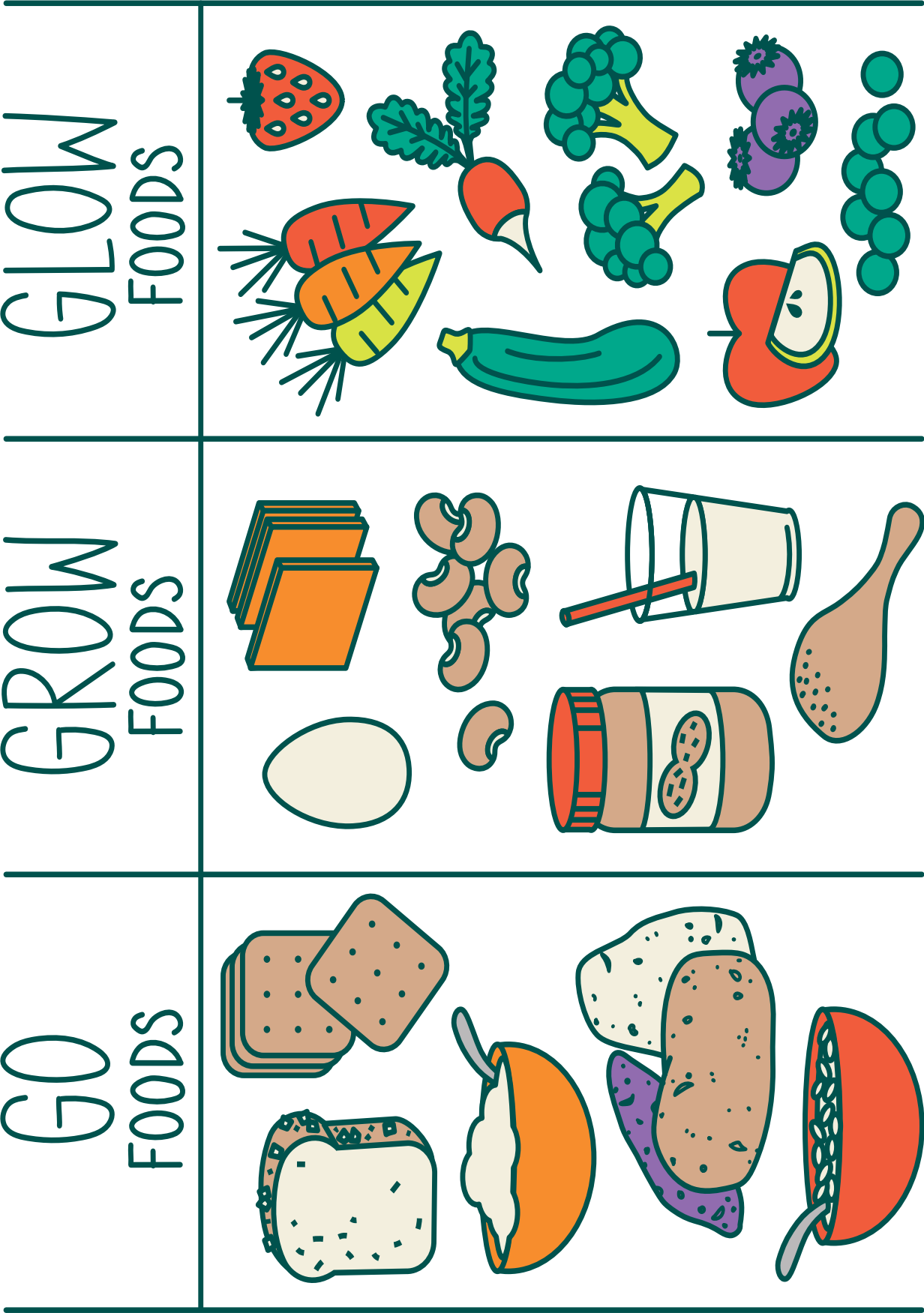
Social and emotional learning

- What was your favorite part of the activity today? How did it make you feel?

Check for understanding

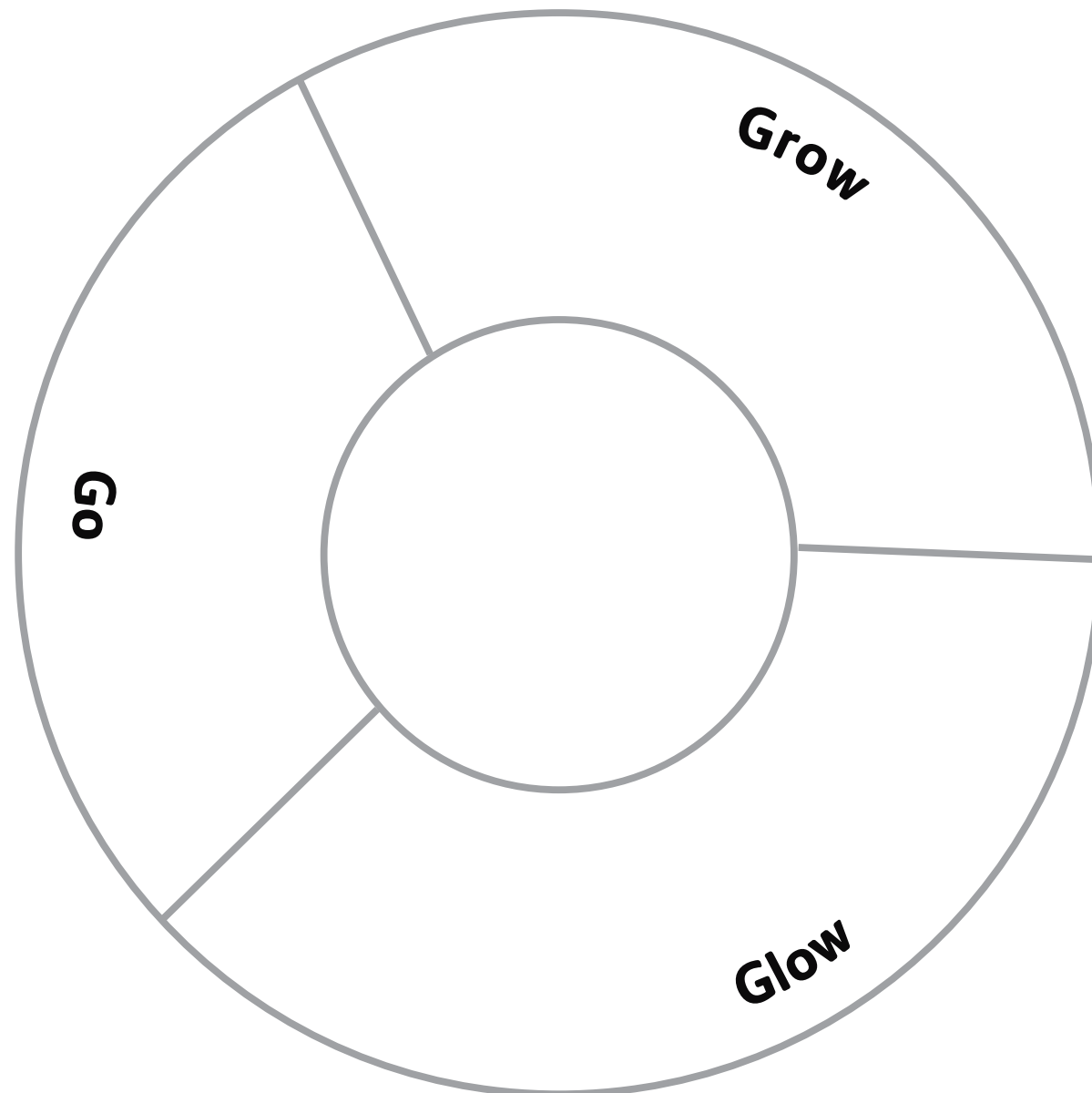
- What are some go foods you like eating?
- What are some grow foods you like eating?
- What are some glow foods you like eating?

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.
CCSS.ELA-LITERACY.L.1.1.J
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



Go! Grow! Glow! Worksheet

Directions: Draw a picture of your favorite activity in the middle circle.
Draw the go, grow, and glow foods you like to eat on the outside of the circle.



About the Authors

This book was written by Marina Belotserkovskaya, Kencho Gurung, Stephanie Muldrew, Kacie Schrum, FoodCorps AmeriCorps service members who served during the 2020–2021 school year. This book is inspired by the FoodCorps Service Member Action Committee (SMAC) who felt it was important to provide future service members with a tool that would support them in navigating body positivity conversations with students and in spreading the message of appreciating and loving all body types.



Acknowledgments

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