

# CHEFS IN GARDEN CURRICULUM

Lesson plans for Chef in the Garden school visits



## Chefs in the Garden

“Chefs in the Garden” is a standards-based garden curriculum developed by the School Food Initiative (SFI) at the Orfalea Foundation in Santa Barbara, California. The goals of the program are to (1) bridge the gap between the school garden and cafeteria through teacher, student, and school community engagement, and (2) motivate students to develop healthy eating habits through experiential learning and tasting activities. All lessons can be adapted for any season.

### Table of Contents

1. [Handy Equipment](#)
2. [Lesson: Eat the Rainbow](#) ([Standards](#))
3. [Lesson: Grains and Beans](#) ([Standards](#))
4. [Lesson: The Edible Parts of Plants](#) ([Standards](#))
5. [Lesson: Seasonal Food](#) ([Standards](#))
6. [Lesson: What is a Food System?](#) ([Standards](#))
7. [Food and Garden Exploration Cards](#)
8. [Culinary Vocabulary Word Cloud](#)

### Note for Teachers:

We encourage teachers to use the “Chefs in the Garden” curriculum in the garden with your students. Please note that tastings require some kitchen prep time. Standards for all lessons follow on the last pages.

### Note for Chef Instructors:

Contact the school to schedule a “Chefs in the Garden” event. Discuss the lesson plan with the teachers and inquire about food allergies, number of students, and what the students are learning in class.

### Note on Culinary Word Cloud:

The word cloud on page 17 is meant to encourage students to expand their culinary vocabulary. Food professionals use a multitude of words to describe flavors, but young students generally rely on just two words: “yuck” or “yum.” Print this word cloud and use it in garden, classroom, or whenever you taste food with your students. We hope it inspires some sizzling conversation.

**Handy Equipment**

- (1) Assorted Office Supplies (Sharpie, tape, etc)
- (1) Burner with 2 cans of fuel (optional)
- (1) Colander
- (1) Cooler
- (1) Cutting Board
- (1) Dish Towel
- (1) Extension Cord
- (1) Folding Table
- (1) Gloves, Box of disposable
- (1) Large pot or pan
- (1) Knives for chopping
- (1) Measuring Cups
- (1) Measuring Spoons
- (1) Metal cooking spoon with long handles
- (1) Mixing Bowl, Large
- (4) Plastic storage containers with lids
- (2) Table covers or oil cloths
- (1) Paper towels
- (1) Peeler
- (1) Sanitizer/ bleach
- (1) Set of tasting utensils (cups, forks, etc.)
- (1) Timepiece
- (1) Tongs
- (1) Trash Bags, roll
- (1) Ziploc bags, box
- (1) Whisk

# EAT THE RAINBOW

**Lesson Objective:** Inspire students to eat nutritious, colorful food

**Target Grades:** K-5

**Materials and Tools:**

- Large bowl for tossing salad
- Tongs for tossing and serving
- Paper plates for serving
- 1 16 oz. jar to shake dressing
- Measuring cups and spoons
- Colorful vegetables (at least 4 different colors)
- Salad dressing ingredients (see insert)

**Kitchen Prep:**

- Gather vegetables from garden or farmer's market. Wash and cut vegetables.
- Gather ingredients for salad dressing.

**Lesson:**

- **Introduce Lesson:** Today we are going to talk about eating the rainbow. **Ask:** What does that mean to eat the rainbow? Different foods keep us healthy for different reasons. For example, many orange foods have beta-carotene, which boosts immunity. Who can name an orange vegetable?
- I like to eat a big salad that has every color of the rainbow. Today we are going to learn to make salad dressing to put on our salad. **Ask:** Why make salad dressing from scratch? Homemade salad dressing is less expensive, we can monitor exactly what ingredients we put into it, and we can avoid unhealthy ingredients such as extra sugar, artificial flavors, and preservatives.

**Instructional Procedure**

- Make salad dressings with the attached recipe. Students can help measure ingredients and shake the jar.
- Facilitate tasting. Introduce the word cloud on page 17 to encourage students to expand their culinary vocabulary.

**Questions for Discussion**

- **Ask:** Have you ever eaten homemade salad dressing? Have you ever made it before? Was it easy?
- **Ask:** Is this something you could make at home? Let's go back to Eating the Rainbow. I want everyone to think about one color they can eat at home or in the cafeteria.

**"Eat the Rainbow" Follow Up Lesson**

- Grade K-1: Use the letter that follows on next page.
- Grades 2-5: Ask students to write a short essay using the following writing prompt: Think about a healthy meal that uses one of your favorite colors. Describe this meal by drawing or writing.
- For Grades 3, 4, and 5: Use this lesson to teach fractions. Reference that the recipe calls for  $\frac{1}{4}$  part vinegar for every  $\frac{3}{4}$  part oil.

Why eat a rainbow?	
Food	Health benefits
Tomato, watermelon	Lycopene (antioxidant)
Carrot, sweet potato	Beta-carotene (boosts immune system)
Citrus	Vitamin C (helps detoxify body)
Kale, Spinach	Folate (builds healthy cells)
Purple Cabbage	Anti-inflammatory

**Salad dressing ingredients**

- $\frac{1}{4}$  cup red or white wine vinegar
- $\frac{3}{4}$  cup olive oil
- 1 tablespoon Dijon mustard
- 1 tablespoon honey
- $\frac{1}{2}$  teaspoon kosher salt
- $\frac{1}{2}$  teaspoon freshly ground black pepper
- $\frac{1}{2}$  garlic clove, chopped
- $\frac{1}{4}$  cup fresh herbs, washed and chopped



Our Food, Our Future

[www.SchoolFood.org](http://www.SchoolFood.org)

Date \_\_\_\_\_

Dear \_\_\_\_\_,

Hello from \_\_\_\_\_ School Garden. Today a guest Chef visited us and taught us how to Eat the Rainbow. We tasted colorful vegetables from the garden, including

\_\_\_\_\_ and \_\_\_\_\_. My vegetable I liked most today was

\_\_\_\_\_. It is the color \_\_\_\_\_.

Another thing I like about the garden is \_\_\_\_\_

\_\_\_\_\_.

We had a \_\_\_\_\_ day at school today.

Sincerely,

\_\_\_\_\_

P.S.- To learn more about the Orfalea Foundation's School Food Initiative  
please visit [www.wholechildaction.org](http://www.wholechildaction.org)

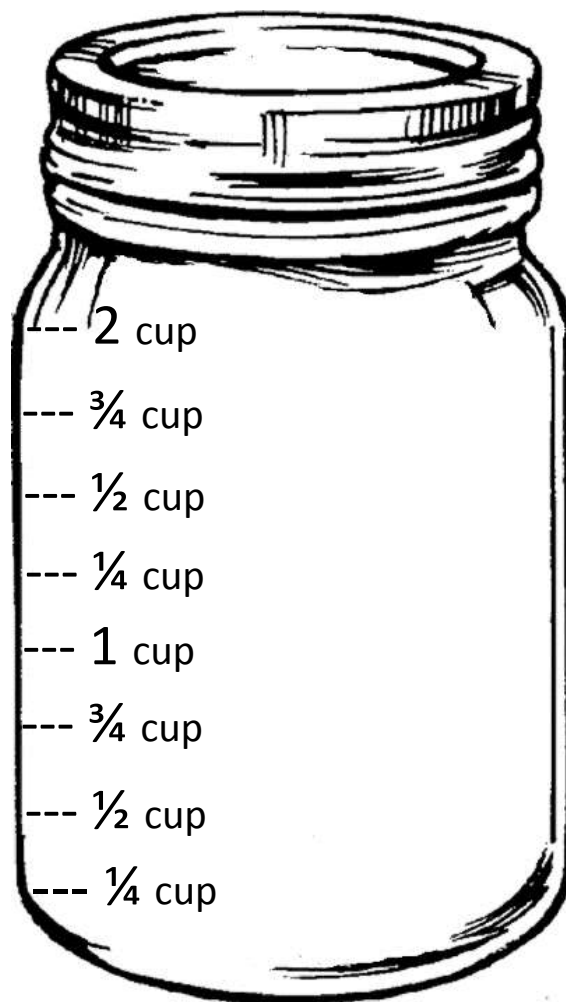
## Cooking with Fractions

Directions: Shade the jar to show how much olive oil and vinegar you need to make salad dressing. You will leave about half the jar empty so you have room to shake the dressing.

### Salad Dressing Recipe

*Measure all ingredients into a 16 oz. jar and shake.*

- 1/4 cup red or white wine vinegar
- 3/4 cup olive oil
- 1 tablespoon Dijon mustard
- 1 tablespoon honey
- 1/2 teaspoon kosher salt
- 1/2 teaspoon freshly ground black pepper
- 1/2 garlic clove, chopped
- 1/4 cup fresh herbs



## GRAINS AND BEANS

**Target Grades:** K-5

**Lesson Objective:** Students will learn (1) the difference between beans and grains, (2) the importance of plant based proteins, and (3) how each plant food is unique in it's appearance, form, and qualities.

**Materials and Tools:**

- (3) 8 oz. jars with a different type of grain in each jar (label jars with contents)
- (3) 8 oz. jars with a different type of bean in each jar (label jars with contents)
- Paper cups and wooden spoons for tasting
- Quinoa and Bean Salad
- Serving spoon
- Paper towels

**Kitchen Prep:**

- Prepare Quinoa and Bean Salad in advance (see insert)
- If you are short on time, another option is Hummus with garden vegetables, and unbuttered popcorn.

**Lesson:**

- Today we are going to talk about two food groups that come from plants: grains and beans. Grains are seeds from the grass family and beans are seeds from the legume or bean family.
- Introduce a few beans and grains to your students. Beans: pinto, garbanzo bean, soy bean, peanut, black bean, kidney bean, lima bean, mung bean. Grains: oatmeal, quinoa, popcorn, cornmeal, amaranth, barley, brown rice, spelt, teff, buckwheat.
- **Ask:** Why are beans and grains an important part of our diet? They have protein, fiber, and other nutrients. Who can name an example of a processed grain? White rice, white bread, white flour. These foods are less nutritious.
- Divide the students into as many groups as there are adults. Each group will receive a set beans and grains. Their task is to distinguish the beans from the grains.
- Bring the class back together and discuss the activity. Ask the students for their observations.
- Distribute samples for students to taste and discuss.

**Discussion**

- Discuss whole grain or beans that can be eaten for snacks, breakfast, or lunch.
- Introduce the word cloud on page 17 to encourage students to use new words to describe flavors.

**“Grain and Beans” Follow Up Lesson**

- Grades K-1: Bean Worksheet (see next page)
- Grades 2-5: Sprouts Activity (follows)

### Quinoa and Bean Salad

- 1/2 cup quinoa, well rinsed
- 1 cup chopped red bell peppers
- 2 tomatoes, chopped
- 1 cup canned garbanzo beans (chickpeas), rinsed and drained
- 1/2 cup chopped green onions
- 2 tablespoons chopped fresh parsley
- 2 tablespoons chopped fresh mint
- 2 tablespoons lemon juice
- 1 teaspoon salt
- ½ teaspoon black pepper

1. In a small saucepan, combine the water and quinoa. Bring to boiling; reduce heat. Cover and simmer about 15 minutes or until water is absorbed. Remove from heat and set aside.
2. Meanwhile, in a large bowl, combine sweet pepper, tomatoes, garbanzo beans, green onions, parsley, and mint. Add the cooked quinoa; mix well. Add lemon juice, salt, and pepper. Toss well to mix. Cover and refrigerate for 2 to 4 hours before serving.

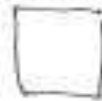
HOW MANY  
ARE THERE?



BEANS!



BEANS!



GRAINS!



LEGUMES!



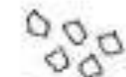
LEGUMES!



GRAINS!



GRAINS!



GRAINS!



BEANS!



BEAN!



BEANS!





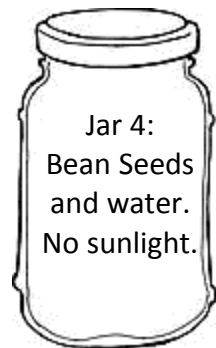
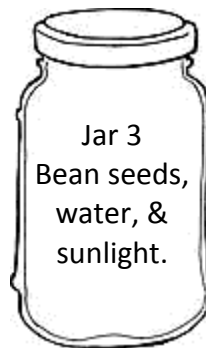
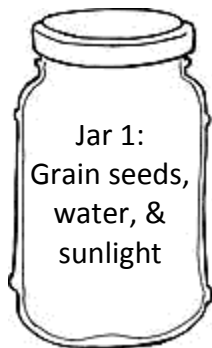
### **“Chefs in the Garden” Post Lesson Activity: Sprouts**

**Objective:** Students will sprout beans and grains in different growing conditions to assess what crops need for germination.

**Materials needed**

- Grain seeds (such as wheat, barley, rye, or corn)
- Bean seeds (such as garbanzo, lentils, or black beans)
- (4) 16 oz. jars or plastic bags
- 4 sprouting lids (if using jars)
- Water source
- Sunlight
- Towel
- Measuring spoons

**Activity:** Add 1 teaspoon of grain seeds to two jars. Add 1 teaspoon of bean seeds to two other jars. One set of beans and grains will get water and sunlight. The other set of beans and grains will only get water (no light).



Soak all beans and grains overnight. Rinse every morning and night for 3-4 days. After 3-4 days, observe the differences between the jars. If you grow multiple sprouts, have the students make a chart of which sprout grew the best. Note: raw sprouts may be a source of foodborne illness. If you would like to eat sprouts with your students, please follow precautions as described here:

<http://www.foodsafety.gov/resources/word/factsheets/FSAlfalfaSprouts.pdf>

# EDIBLE PARTS OF PLANTS

**Target Grades:** 1-5

## Lesson Objective

Kids are more likely to eat fruits and vegetables if they understand which plant parts are edible and how to eat them. In this lesson students will learn and taste 6 edible plant parts.

## Materials and Tools

- Handy Equipment
- Bowls, tongs, and napkins for serving
- Seasonal snacks (see insert)
- Variety of fruits and vegetables for sorting. Bring something from each group (root, stem, leaf, lower, fruit, and seed).

## Kitchen Prep

Prepare vegetables for tasting. Set up tasting station before students arrive.

## Opening:

- Plants grow in cycles. They start as seeds, and grow roots, stems, leaves, flowers, fruits, and seeds. Then the cycle starts again. Many plant parts are edible. Ask students to think of an edible root, stem, leaf, flower, fruit, and seed.
- Hold up different vegetables and ask students to sort them by plant part.
- Pass out samples for students to taste.
- Bring the whole class back together for some sharing and discussion.

## Questions for Discussion

**Ask:** Can anyone think of a root to eat as a snack?

**Ask:** Can anyone think of a seed to eat for breakfast?

## Post-Garden Lesson in Classroom

Ask students to design a garden scavenger hunt for another student. Come back to the garden another day, swap the scavenger hunts, and have the students complete each other's scavenger hunt. For a sample Scavenger Hunt, see the Food and Garden Exploration on page 17.

## Seasonal Snacks

*--Wash and cut all produce in advance--*

### In Fall/Winter bring:

- Root: Carrot
- Stem: Celery
- Leaf: Spinach
- Flower: Broccoli, raw or lightly steamed
- Fruit: Citrus or pomegranate, peeled and separated
- Seed: Pumpkin Seeds, raw or roasted

### In Spring/Summer bring:

- Root: Carrot
- Stem: Celery
- Leaf: Lettuce
- Flower: Nasturtiums
- Fruit: Stone fruit or strawberries, washed and cut
- Seed: Sunflower seeds, raw or roasted

## SEASONAL FOOD

**Target Grades:** 2-5

**Lesson Objective:** In this lesson students will learn (1) the value of vitamins and nutrients and (2) how to incorporate nutrients into their diet.

**Materials and Tools:**

- Blender and spatula
- Electrical cord if needed
- Small cups for tasting
- Ingredients for Smoothie or Pesto (see insert)
- Dish towels

**Kitchen Prep:**

Prep ingredients for smoothie or pesto, but make the recipe in front of the students.

**Opening:**

- Has anyone ever heard of eating seasonal food? Why do we want to eat food that grows in season?
- Seasonal food frequently has more vitamins and nutrients than food eaten out of season. Vitamins help reduce illness and disease. Key nutrients include B Vitamin, Calcium, Carbohydrates, Fiber, Iron, Protein, Fat, Vitamin A, and Vitamin C.
- Show the class some examples of things to put into a smoothie, including greens. Make the connection between seasonal, colorful foods and the nutrients we need for our health.
- Ask students to go into the garden and **point** to a plant or two that they could put into a smoothie (don't pick it). Then, make a smoothie for the class, and add kale, spinach, or other leafy green that is not spicy. Then have the students come back and taste the smoothie

**Questions for Discussion:**

- Ask students which foods are good for smoothies during different times of the year. What other seasonal foods do you like to eat?
- **Ask:** What seasonal foods would be good for breakfast? What seasonal foods would be good for snacks?

**Post Lesson Activities for the Classroom:**

- (2-4) Fill in seasonal food wheel with vegetables that grow in each season.
- (5<sup>th</sup> Grade) : Have students track their food choices for three days.

### Recipes

**Smoothie Recipe**

*Makes about (30) 2 oz. servings*

- 1 cup of liquid (coconut water, 100% apple juice, milk, or water)
- 3 Bananas
- 3 cups Yogurt
- 8 cups berries (mix of blackberries, blueberries, strawberries)
- 3 cups loosely packed Spinach or Kale with the stems removed, washed

**Directions for Smoothie:**

*Put all ingredients into a blender, starting with the liquids. Blend until smooth.*

**Carrot Top Pesto Recipe**

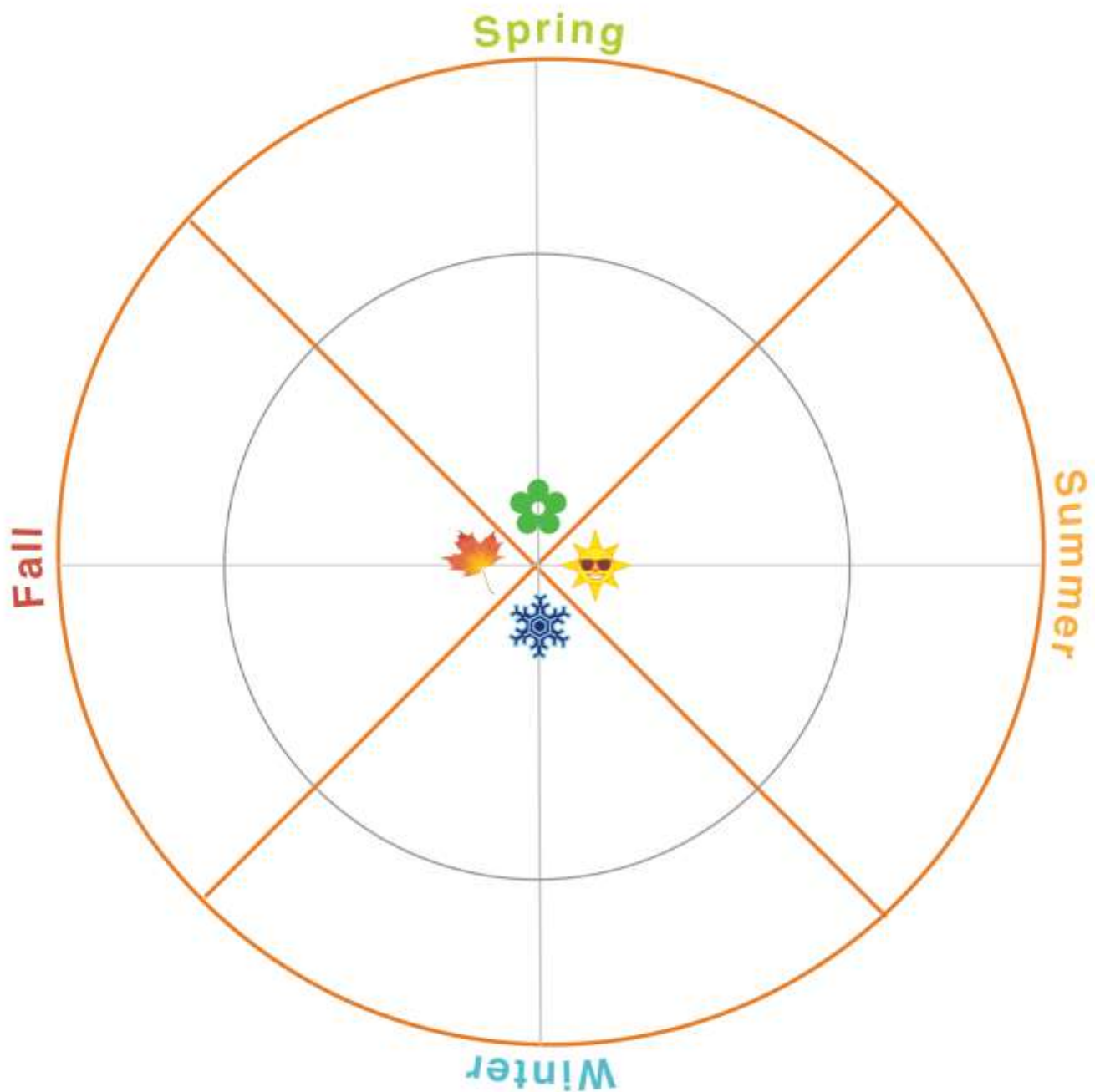
*Makes about 1 1/3 cup*

- 2 cups lightly packed carrot leaves or basil (well washed)
- ¾ cup olive oil
- 2 large garlic clove
- ¼ cup pine nuts or walnuts
- ½ teaspoon kosher or fine sea salt
- ½ cup freshly grated Parmesan cheese, preferably Parmigiano-Reggiano
- Bread or Crackers for tasting

**Directions for Pesto:** *In a food processor, combine the carrot leaves, oil, garlic, and salt. Process until finely minced. Add the pine nuts and pulse until finely chopped. Add the Parmesan and pulse just until combined. Taste and adjust the seasoning.*

**“Chefs in the Garden” Post Lesson Activity: Seasonal Food Wheel**

**DIRECTIONS:** Draw or write 4 fruits or vegetables that grow during each season.





### **"Chefs in the Garden" Post Lesson Activity: Food and Beverage Journal**

**Day 1 - Breakfast:** \_\_\_\_\_

**Day 1 - Lunch:** \_\_\_\_\_

**Day 1 - Dinner:** \_\_\_\_\_

**Day 1 - Snacks:** \_\_\_\_\_

**Day 1 - Other:** \_\_\_\_\_

**Day 2 - Breakfast:** \_\_\_\_\_

**Day 2 - Lunch:** \_\_\_\_\_

**Day 2 - Dinner:** \_\_\_\_\_

**Day 2 - Snacks:** \_\_\_\_\_

**Day 2 - Other:** \_\_\_\_\_

**Day 3 - Breakfast:** \_\_\_\_\_

**Day 3 - Lunch:** \_\_\_\_\_

**Day 3 - Dinner:** \_\_\_\_\_

**Day 3 - Snacks:** \_\_\_\_\_

**Day 3 - Other:** \_\_\_\_\_

## WHAT IS A FOOD SYSTEM?

**Target Grades:** 2-6

**Lesson Objective:** Students learn that all food is part of a food system, which includes harvesting, processing, packaging, transportation, retailing, consumption, and waste disposal. This lesson takes a seasonal, local approach to food processing by teaching students to preserve or process vegetables from their own school garden to create a smaller, healthier food system. *Optional: Instead of making pickles, prepare another recipe that uses garden produce such as salsa or pesto. The objective is for students to understand their place in the food system.*

**Materials and Tools:**

- (4) 32 oz. jars with lids
- Ingredients for making pickles or salsa
- Dish towel
- Cutting Board and Knife

**Kitchen Prep:**

- Measure ingredients
- Wash and cut vegetables

**Lesson:**

Today we are going to talk food systems. A food system is the way we get our food. A food system is the path food travels from a farm to our dinner plates. Today we mostly get our food from grocery stores and restaurants. One hundred years ago life was very different and we mostly grew our own food and traded with neighbors.

To illustrate this point, and help us imagine what life was like 100 years ago, we are going to act out a skit between two farmers talking over a fence. (Ask for a volunteer. Encourage the volunteer to pretend you are two farmers from 100 years ago. Ask them to follow your lead.)

- Greet the volunteer and say “Hello, how are you?” Volunteer responds.
- “How is your family, especially the new baby?” Volunteer responds.
- “Would you like a basket of freshly picked tomatoes? We have more than we can eat right now, and they are delicious. Would they like some for their family?” Volunteer responds.
- Say goodbye. Volunteer responds.

**Directions for Quick Dill Pickles**

*Yield: About 3 quarts*

- 3 pounds of vegetables, washed and cut in advance (Cucumbers, Green Beans, Carrots, etc.)
- 1 bay leaf
- 1 Tablespoon brown mustard seeds
- 1 teaspoon whole black peppercorns
- 1 teaspoon celery seeds
- 5 cups apple cider or white vinegar
- 5 cups water
- ¼ cup unrefined sugar
- 2 Tablespoons salt

*Make brine in one of the mason jars by adding the vinegar, sugar, and salt. Shake. Add water and spices. Pack other mason jars with produce. Pour brine over vegetables. Shake. Taste. Adjust seasoning. Optional: Make pickles 2 weeks in advance so the flavors marry. Store in fridge.*

That was an example of a food system. What did you see? In today's world, our food system is very different. Now we are going to act out our modern food system. (Ask for 8 volunteers).

Volunteer #1: Farmer

Volunteer #2: Harvester

Volunteer #3: Truck Driver 1

Volunteer #4: Factory Worker

Volunteer #5: Truck Driver 2

Volunteer #6: Store Employee

Volunteer #7: Buyer

Volunteer #8: Customer

Our modern Food System has a lot more parts to it so people know less about their food and how it got to them. They are not part of a community. If the "Customer" buys something from a store, they don't know who helped grow, transport, or cook it. When we are hungry, we tend to think that food appears, as if it were magic. But food comes from somewhere, and a lot of people are involved in the process.

We can reconnect with our food system by growing food and cooking it. Today we are going to make a small food system by making pickles with vegetables from your garden. **Ask:** Has anyone ever made homemade pickles?

### **Garden Salsa**

*Yield: 6 cups*

- *2 tablespoon cilantro, stems removed and chopped*
- *1 teaspoon cumin*
- *1 teaspoon garlic, finely chopped*
- *5 cups tomato, chopped*
- *½ teaspoon salt*
- *1/3 red or white onion, chopped*
- *2 teaspoon lime juice, fresh*
- *1 teaspoon jalapeno (optional)*

Wash and cut everything in advance. Mix everything in a bowl and taste. Adjust seasoning and serve.

### **Questions for Discussion:**

- Who can tell me 1 place to get fresh vegetables and meet a farmer?
- Go over The Produce Observation Game

### **Post Garden Activity**

(K-5): Produce Observation Game



### **“Chefs in the Garden” Post Lesson Activity: The Produce Observation Game**

**DIRECTIONS:** Go to a grocery store or farmer’s market and make these 8 **observations**.

1. Find something you can pickle. What is it? \_\_\_\_\_
2. Find something you can eat for breakfast. What is it? \_\_\_\_\_
3. Find a purple fruit or vegetable. What is it? \_\_\_\_\_
4. Find something that grows underground. What is it? \_\_\_\_\_
5. Find an edible flower. What is it? \_\_\_\_\_
6. Find a fruit that smells good. What is it? \_\_\_\_\_
7. How many different colors of potatoes can you find? \_\_\_\_\_
8. Find a vegetable you’ve never seen before. What is it? \_\_\_\_\_



### **“Chefs in the Garden” Post Lesson Activity: Fresh Produce Observation Game**

**DIRECTIONS:** Go to a grocery store or farmer’s market and make these 8 **observations**.

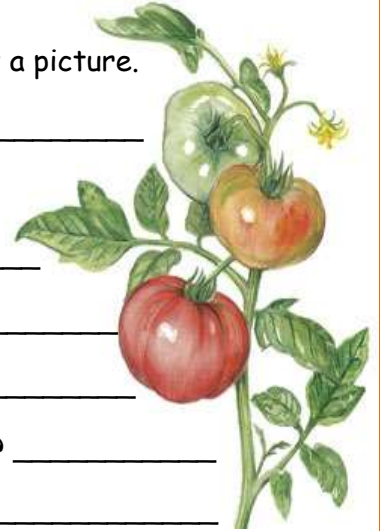
1. Find something you can pickle. What is it? \_\_\_\_\_
2. Find something you can eat for breakfast. What is it? \_\_\_\_\_
3. Find a purple fruit or vegetable. What is it? \_\_\_\_\_
4. Find something that grows underground. What is it? \_\_\_\_\_
5. Find an edible flower. What is it? \_\_\_\_\_
6. Find a fruit that smells good. What is it? \_\_\_\_\_
7. How many different colors of potatoes can you find? \_\_\_\_\_
8. Find a vegetable you’ve never seen before. What is it? \_\_\_\_\_



**Directions: Look for these eight things in the garden.**

When you find something, write down the name, describe it, or draw a picture.

- (1) Find something that is your favorite color. What color is it? \_\_\_\_\_
- (2) Find a bug. How many legs does it have? \_\_\_\_\_
- (3) Find the compost pile. How does it smell? Use an adjective. \_\_\_\_\_
- (4) Find something that smells good. What is it? \_\_\_\_\_
- (5) Find something you can eat for breakfast. What is it? \_\_\_\_\_
- (6) Find one difference between plants and animals. What is the difference? \_\_\_\_\_



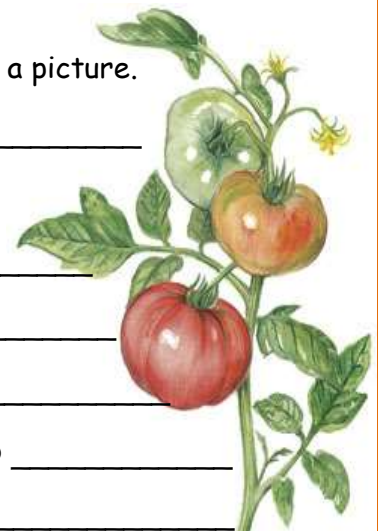
(7) Find a flower bud - draw it!

(8) Find a seed - draw it!

**Directions: Look for these eight things in the garden.**

When you find something, write down the name, describe it, or draw a picture.

- (1) Find something that is your favorite color. What color is it? \_\_\_\_\_
- (2) Find a bug. How many legs does it have? \_\_\_\_\_
- (3) Find the compost pile. How does it smell? Use an adjective. \_\_\_\_\_
- (4) Find something that smells good. What is it? \_\_\_\_\_
- (5) Find something you can eat for breakfast. What is it? \_\_\_\_\_
- (6) Find one difference between plants and animals. What is the difference? \_\_\_\_\_



(7) Find a flower bud - draw it!

(8) Find a seed - draw it!

[illegible]



## STANDARDS BY LESSON

### 1. Eat the Rainbow with Salad Dressing

Kindergarten Standards for “Eat the Rainbow” Lesson	
Kindergarten Health Standards	
1.1.N	Name healthy foods and explain why they are necessary for good health.
1.2.N	Identify a variety of healthy snacks.
Kindergarten Math	
CCSS.Math.Content.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
Kindergarten Language Arts	
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS.ELA-Literacy.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

First Grade Standards for “Eat the Rainbow” Lesson	
First Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.

Second Grade Standards for “Eat the Rainbow” Lesson	
Second Grade Health Standards	
1.3.N	Discuss the benefits of eating a nutritious breakfast, snacks, and beverages.

1.4.N	List the benefits of healthy eating.
1.6.N	Describe how to keep food safe from harmful germs.
1.7.N	Identify a variety of healthy snacks.
1.9.N	Explain how both physical activity and eating habits can affect a person's health.
Second Grade Language Arts Standards	
Writing: Text types and Purposes	
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with about Grade 2 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Third Grade Standards for "Eat the Rainbow" Lesson	
Third Grade Health Standards	
7.1.G	Determine behaviors that promote healthy growth and development.
1.3.P	Identify positive health practices that reduce illness and disease.
Third Grade Math Standards (Fractions, bar graphs, area/perimeter problems)	
CCSS.Math.Content.3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
Third Grade Language Arts Standards	
Writing: Text Types and Purpose	
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Speaking and Listening: Presentation of Knowledge and Ideas	

CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Fourth Grade Standards for “Eat the Rainbow” Lesson	
Fourth Grade Math Standards	
Number and Operations – Fractions	
CCSS.Math.Content.4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
Fourth Grade Language Arts Standards	
Writing: Text Types and Purposes	
CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.4.4	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Fifth Grade Standards for “Eat the Rainbow” Lesson	
Fifth Grade Health Standards	
1.6.N	Differentiate between more- nutritious and less-nutritious beverages and snacks
1.8.N	Describe benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines
1.9.N	Explain how good health is influenced by healthy eating and being physically active
7.2.N	Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices
Fifth Grade Language Arts Standards	

Writing: Research to Build and Present Knowledge	
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening: Collaboration and Comprehension	
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

## 2. Grains and Beans

Kindergarten Standards for “Grains and Beans” Lesson	
Kindergarten Health Standards	
1.4.N	Recognize the importance of a healthy breakfast.
7.1.N	Select nutritious breakfasts/snacks.
1.1.G	Explain that living things grow and mature.
Kindergarten Math	
CCSS.Math.Content.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Kindergarten Language Arts	
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS.ELA-Literacy.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

First Grade Standards for “Grains and Beans” Lesson	
First Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.

Second Grade Standards for “Grains and Beans” Lesson	
Second Grade Health Standards	
1.3.N	Discuss the benefits of eating a nutritious breakfast, snacks, and beverages.
1.4.N	List the benefits of healthy eating.
1.6.N	Describe how to keep food safe from harmful germs.
1.7.N	Identify a variety of healthy snacks.
1.9.N	Explain how both physical activity and eating habits can affect a person’s health.
3.1.N	Identify resources for reliable information about healthy food.
Second Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Second Grade Science Standards	
Ecosystems: Interactions, Energy, and Dynamics	
2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Third Grade Standards for “Grains and Beans” Lesson	
Third Grade Health Standards	
7.1.G	Determine behaviors that promote healthy growth and development.
1.3.P	Identify positive health practices that reduce illness and disease.
Third Grade Language Arts Standards	
Writing: Research to Build and Present Knowledge	
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Speaking and Listening: Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Fourth Grade Standards for “Grains and Beans” Lesson	
Fourth Grade Language Arts Standards	
Research to Build and Present Knowledge	
CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Fifth Grade Standards for “Grains and Beans” Lesson	
Fifth Grade Health Standards	
1.1.N	Describe the food groups. Include recommended portions to eat from each food group.
1.6.N	Differentiate between more- nutritious and less-nutritious beverages and snacks.
1.8.N	Describe benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines
1.9.N	Explain how good health is influenced by healthy eating and being physically active
7.2.N	Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices
Fifth Grade Language Arts Standards	
Speaking and Listening: Collaboration and Comprehension	
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### 3. Edible Parts of Plants



Kindergarten Standards for “Edible Parts of Plants” Lessons	
Kindergarten Health Standards	
1.4.N	Recognize the importance of a healthy breakfast.
7.1.N	Select nutritious breakfasts/snacks
Kindergarten Language Arts	
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

First Grade Standards for “Edible Parts of Plants” Lessons	
First Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.

Second Grade Standards for “Edible Parts of Plants” Lessons	
Second Grade Health Standards	
1.3.N	Discuss the benefits of eating a nutritious breakfast, snacks, and beverages
1.4.N	List the benefits of healthy eating
1.7.N	Identify a variety of healthy snacks
1.9.N	Explain how both physical activity and eating habits can affect a person’s health
7.4.N	Examine the criteria for choosing a healthy snack
Second Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Second Grade Science Standards	
Biological Evolution: Unity and Diversity	
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.

<b>Third Grade Standards for “Edible Parts of Plants” Lessons</b>	
Third Grade Health Standards	
7.1.G	Determine behaviors that promote healthy growth and development.
1.3.P	Identify positive health practices that reduce illness and disease.
Third Grade Language Arts Standards	
Writing: Research to Build and Present Knowledge	
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Speaking and Listening: Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Third Grade Science Standards	
From Molecules to Organisms: Structures and Processes	
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Biological Evolution: Unity and Diversity	
3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

<b>Fourth Grade Standards for “Edible Parts of Plants” Lessons</b>	
Speaking and Listening: Comprehension and Collaboration	

CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Speaking and Listening: Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Fourth Grade Science Standards	
From Molecules to Organisms: Structures and Processes	
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Fifth Grade Standards for "Edible Parts of Plants" Lessons	
Fifth Grade Health Standards	
1.6.N	Differentiate between more- nutritious and less-nutritious beverages and snacks.
1.8.N	Describe benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
1.9.N	Explain how good health is influenced by healthy eating and being physically active.
7.2.N	Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
Fifth Grade Language Arts Standards	
Speaking and Listening: Collaboration and Comprehension	
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Fifth Grade Science Standards	
Ecosystems: Interactions, Energy, and Dynamics	
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

#### 4. Seasonal Food Wheel

Kindergarten Standards for "Seasonal Food Wheel" Lesson	
---	--

	<b>Kindergarten Health Standards</b>
1.4.N	Recognize the importance of a healthy breakfast.
7.1.N	Select nutritious breakfasts/snacks.
1.6.G	Name and describe the five senses.
	<b>Kindergarten Language Arts</b>
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	<b>Kindergarten Science</b>
K-PS3-1	Weather and Climate: Make observations to determine the effect of sunlight on Earth's surface

	<b>First Grade Standards for "Seasonal Food Wheel" Lessons</b>
	<b>First Grade Language Arts Standards</b>
	<b>Speaking and Listening: Comprehension and Collaboration</b>
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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	<b>Speaking and Listening: Presentation of Ideas</b>
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
	<b>First Grade Science Standard</b>
	<b>Earth's Place in the Universe</b>
1-ESS1-2.	Make observations at different times of year to relate the amount of daylight to the time of year

	<b>Second Grade Standards for "Seasonal Food Wheel" Lessons</b>
	<b>Second Grade Health Standards</b>
1.3.N	Discuss the benefits of eating a nutritious breakfast, snacks, and beverages.
1.4.N	List the benefits of healthy eating.
1.7.N	Identify a variety of healthy snacks.
1.9.N	Explain how both physical activity and eating habits can affect a person's health.
7.4.N	Examine the criteria for choosing a healthy snack.

	<b>Second Grade Language Arts Standards</b>
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

	<b>Third Grade Standards for “Seasonal Food Wheel” Lessons</b>
	<b>Third Grade Health Standards</b>
7.1.G	Determine behaviors that promote healthy growth and development.
1.3.P	Identify positive health practices that reduce illness and disease.
	<b>Third Grade Language Arts Standards</b>
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Speaking and Listening: Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

	<b>Fourth Grade Standards for “Seasonal Food Wheel” Lessons</b>
	<b>Fourth Grade Health Standards</b>
1.1.N	Identify and define key nutrients and their functions
	<b>Fourth Grade Language Arts Standards</b>
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.2	Paraphrase information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Fifth Grade Standards for “Seasonal Food Wheel” Lessons	
Fifth Grade Health Standards	
5.1.N	Use a decision-making process to identify healthy foods for meals and snacks
7.1.N	Identify ways to choose healthy snacks based on current research based guidelines
7.2.N	Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices
Fifth Grade Language Arts Standards	
Speaking and Listening: Collaboration and Comprehension	
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## 5. What is a Food System?

Kindergarten Standards for “What is a Food System?” Lesson	
Kindergarten Language Arts	
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Kindergarten Science	
K-ESS3-3	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment : Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

First Grade Standards for “What is a Food System?” Lesson	
First Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
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.SL.1.2	Ask and answer questions about key details in information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.

Second Grade Standards for “What is a Food System?” Lesson	
Second Grade Health Standards	
1.4.N	List the benefits of healthy eating.
1.7.N	Identify a variety of healthy snacks.
1.9.N	Explain how both physical activity and eating habits can affect a person’s health.
Second Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Speaking and Listening: Presentation of Ideas	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Third Grade Standards for “What is a Food System?” Lesson	
Third Grade Health Standards	
7.1.G	Determine behaviors that promote healthy growth and development
1.3.P	Identify positive health practices that reduce illness and disease
Third Grade Language Arts Standards	
Writing: Research to Build and Present Knowledge	
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Speaking and Listening: Presentation of Knowledge and Ideas	

CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Fourth Grade Standards for “What is a Food System?” Lesson	
Fourth Grade Language Arts Standards	
Speaking and Listening: Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Speaking and Listening: Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Fourth Grade Science Standards	
Earth and Human Activity	
4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Fifth Grade Standards for “What is a Food System?” Lesson	
Fifth Grade Health Standards	
1.6.N	Differentiate between more- nutritious and less-nutritious beverages and snacks.
1.8.N	Describe benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
1.9.N	Explain how good health is influenced by healthy eating and being physically active.
7.2.N	Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
Fifth Grade Language Arts Standards	
Speaking and Listening: Collaboration and Comprehension	



CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	<b>Fifth Grade Science Standards</b>
Earth and Human Activity	
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

	<b>Sixth Grade Standards for "What is a Food System?" Lesson</b>
	<b>Sixth Grade Health Standards</b>
8.2.S	Promote a bully-free school and community environment
	<b>Sixth Grade Language Arts Standards</b>
CCSS.ELA-Literacy.SL.6.1	Speaking and Listening: Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.