

Focus on: The Edible Garden

This lesson is meant to support the unit on Food, Vitamins, Minerals, & Exercise. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce. You will need to have an edible garden (fruits and vegetables) to complete this lesson.

Clarifying Objectives:

4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.

4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Classify
- Food
- Non-Food
- Energy
- Survival
- Growth
- Repair
- Vitamins
- Minerals
- Exercise
- Maintaining
- Healthy Body

Focus Question(s):

Which part(s) of the “My Plate” nutritional guidelines can be grown in a garden?

Materials:

School Garden

Science Notebooks

Blank “My Plate” sheet - http://www.leseriail.com/28-images-of-choose-myplate-template-download_8446/

Activities:

1. Tell students they are going to learn about the “My Plate” nutritional guidelines and while doing that, you want them to think about your school vegetable garden.
2. Watch the following video.
<http://app.discoveryeducation.com/player/view/assetGuid/9D58B1A5-324F-4AB0-8303-EC5A03699AFE>
3. As students watch, have them complete the blank “My Plate” worksheet.

Guiding Questions:

- What are the different food groups for the “My Plate” nutritional guidelines?
- What are some examples of foods that fit in each group?
- Why are these foods important to humans?
- Why is it important to eat healthy foods as opposed to “junk” foods?
- Where on “My Plate” do foods that grow in our garden belong?
- Does every food growing in our garden fit into one of the “My Plate” categories?

<ol style="list-style-type: none">4. Discuss each food group using the key vocabulary.5. Next, visit the school garden and have children write the fruits and vegetables growing in the garden in the appropriate place on the plate.6. Discuss	<ul style="list-style-type: none">- Can all of the food groups be found in the garden?- What food groups are missing?- Can any of the missing groups be found in another garden?- What food groups cannot be grown in a garden?- What role do gardens and farms play in the survival of human beings?
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