

Leapfrog Program

Course Title: Garden to Table

Course Description

Do sea beans really grow in the sea? Is an ugly fruit truly ugly? Students map the journey of fruits and vegetables from the vine, tree, earth and sea to the table. Students examine samples and work together to classify different fruits and vegetables, learn about how they grow and figure out why it's good—or sometimes harmful—to eat them. Special emphasis is placed on locally grown food and sustainability.

Essential Questions

- How can science help us make choices about food?
- Where does our food come from?
- What are the similarities and differences between fruits and vegetables?
- Why do some people say we should “eat local”? Do you agree?

Outcomes

Upon successful completion of this course, students will have:

- a. Researched and discussed how fruits and vegetables get to our tables
- b. Observed, smelled, touched, and tasted fruits and vegetables identifying their characteristics
- c. Recorded data and observations about fruits and vegetables through writing, dictation, drawing, and creating charts and tables
- d. Compared and contrasted fruits and vegetables
- e. Discussed the recent trend in eating locally and debated its benefits and challenges
- f. Created a final project about fruits and vegetables demonstrating knowledge of their characteristics, similarities and differences

Instructional Strategies

Throughout this class, students will be introduced to fruit and vegetables using a variety of instructional strategies. A main component in this classroom will be flexible grouping. Students will have many chances to interact with different students throughout class each day. My intention while forming these groups is to help students effectively challenge one another and create new relationships.

After quickly assessing students on the first day, they will also complete activities in a differentiated setting. Each assignment will be tailored to students needs. This will allow all students to feel successful even if activities are more difficult. Students will receive more or less help based on their ability level, without the knowledge of other students. To participants in Garden to Table, all assignments and activities will look the same, however they may not be completed in the same fashion.

Resources and Materials

- **Books**
 - a. Burnie, David, *Plant*, 2004, 0756607159.
 - b. Dowden, Anne Ophelia, *From Flower to Fruit*, 1984, 069004402.
 - c. Fell, Derek, *A Kid's First Book of Gardening: growing plants indoors and out*; 1989, 0894717502.
 - d. Gibbons, Gail, *The Vegetables we Eat*, 2007, 9780823420018.
 - e. Hodge, Deborah, *Up we Grow! A year in the life of a small, local farm*, 2010, 9781554535613.
 - f. Loves, June, *Vegetables*, 2005, 0791082644.

- g. Parks, Carmen, *Farmers Market*, 2002, 0152166807.
- h. Patent, Dorothy Hinshaw, *Where Food Comes From*, 1991, 0823408779.
- i. Relf, Patricia, *The Magic School Bus Plants Seeds: a book about how living things grow*, 1995, 0590222961.
- j. Rhoades, Diane, *Garden Crafts for Kids: 50 Great Reasons to get your Hands Dirty*, 1995, 0806909986.
- k. Robbins, Ken, *Seeds*, 2005, 0689850417.
- l. Rosen, Michael J., *Our Farm: four seasons with five kids on one family's farm*, 2008, 9781581960679.
- m. Rosenberg, Pam, *Yuck! Icky, Sticky, Gross Stuff in Your Garden*, 2008, 9781592968961.
- n. Williams, Sam, *Busy in the Garden*, 2006, 0060004649.
- **Web sites**
 - a. Replace this text with Title of website, web address, and brief description. Use the return key to add a bullet point for additional entries.
 - b. Dole, www.dole.com, Dole products will be researched by students using this website
 - c. Driscolls, www.driscolls.com, Driscolls Berries will be researched by students using this website
 - d. Chiquita, www.chiquita.com, Chiquita produce will be researched by students using this website
 - e. Wild Harvest Organics, www.wildharvestorganic.com/products, Produce researched by students
- **Other Media**
 - a. Video, *Growing Our Food*, Wynnewood, PA: Schlessinger Media, 2006, 1417106360.

Student Assessment

- **Pre-Assessment**

Students will begin to create a list of fruits and vegetables. We will use this as part of our KWL chart. Each student will pick one fruit and one vegetable and draw how they believe this plant grows, while teachers complete dictated writing activities on their artwork. We will create a list of similarities and differences we know about when discussing fruits and vegetables. Questions will be posed about fruits and vegetables that will be part of the focus throughout the week.
- **Documentation of Learning**

Student Participation will be observed and documented throughout large and small group discussions, problem solving activities with peers, and independent work. Teachers will help students participate in dictated writing activities to better grasp true thoughts and ideas. Through various charts, games, and other activities, student work will be collected to better assess progress continuously.
- **Post-Assessment**

During the Expo, students will be responsible for demonstrating the experiments for family and friends. Students will also plant their own 'mini-gardens' to begin growing their own food locally. Children will also answer verbal questions on why this may be positive or negative for their families. At the end of the course students will receive a written evaluation based on general class performance, discussion, participation (whole group and small group) evaluations, and written work. Final Student evaluations are written and mailed out by September 15. Please refer to the Leapfrog Family handbook for more information.

Schedule

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
Monday 7/18	<ul style="list-style-type: none"> • Pre-Assessments • Where do our plants come from? 	<ul style="list-style-type: none"> • List of fruits/veggies • “Where does it come from?” drawing • Similarities/Differences between fruits and vegetables • Plant Origin Game and Chart • Fruit/Veggie Bingo • Growing our Food Video 	<ul style="list-style-type: none"> • Student Participation • Photo Documentation • Dictated writing for “Where does it come from?” • Observations • Collect Plant Origin Chart
Tuesday 7/19	<ul style="list-style-type: none"> • Taste • What do I like and why? • Steps in between 	<ul style="list-style-type: none"> • Document what students say as they complete blind taste tests. • Students will draw a self-portrait depicting the various fruits/veggies they enjoy and where they come from. • Explore how fruits get from their origin to our tables, by looking at labels and researching the farms they come from. 	<ul style="list-style-type: none"> • Dictate writing for students when necessary • Student Participation • Photo Documentation • Observations
Wednesday 7/20	<ul style="list-style-type: none"> • Hurt our Food • Local Food: Pros and Cons • Garden Mural 	<ul style="list-style-type: none"> • Observe how pesticides and pollution can affect our fruits and vegetables using Role Play. • Start with Pros/Cons List • Discussion about benefits and challenges of growing and buying locally • Create your own Garden 	<ul style="list-style-type: none"> • Photo Documentation • Observations • Discussion Participation
Thursday 7/21	<ul style="list-style-type: none"> • Garden Mural • Garden Needs • Growing our own Local Food 	<ul style="list-style-type: none"> • Finish Garden Mural by taking challenge from teachers and solving the newly discovered problem. • What do gardens need to grow successfully? Students create their own role plays/songs • Plant our own mini gardens 	<ul style="list-style-type: none"> • Photo Documentation • Dictated Writing • Ability to problem solve with group members • Planting their own gardens spread out
Friday 7/22	<ul style="list-style-type: none"> • Growing our own Local Food • Fruits/Veggie Charts • Expo Practice 	<ul style="list-style-type: none"> • Finish planting our own mini gardens • Chart 5 fruits and 5 veggies • EXPO Practice • EXPO 	<ul style="list-style-type: none"> • Watch how they lead parents through activities we did this week • Photo Documentation • Observations

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.