GRADE 1 | *Garden*

SCOPE & SEQUENCE

GRADE 1 STANDARDS

At the end of Grade 1, students will be able to:

- Demonstrate knowledge of plant parts and name specific edible parts of plants in the garden.
- Demonstrate understanding of how seeds transport.
- Demonstrate understanding of the role a seed plays in the life cycle of a plant.
- Demonstrate knowledge of what forms a soil web.
- Demonstrate understanding of living and non-living organisms in the garden.
- Identify, count, and draw living organisms in the garden.
- Demonstrate ability to distinguish a variety of similar and different plants, and collaborate to select plants to grow in the garden.
- Demonstrate knowledge of what plants and gardens need to thrive, and explain how to provide those needs.

GRADE 1 | FALL

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Kitchen Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
START THE YEAR *Schoolwide Garden Work Party with Families/Local Community*								
1. Welcome to the Garden!	Personal and Community Life Skills **(CLS and PLS)**		Engage students in an age-appropriate name game. Explore teamwork through a teambuilding exercise. Explain teamwork by establishing garden agreements together. Introduce Personal and Community Life Skills. Then have students elaborate by practicing these agreements as you assign or give each pair of students an object to find together in the garden. When students have found their object, have them trade with a classmate and find a new object. Finally, review safe harvesting techniques before harvesting fresh produce together to enjoy.	**PLS.1-6** **CLS.5** Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Compare group agreements for the garden with agreements students have in the kitchen. How are behavior expectations similar in both places? How are they different?	**Classroom:** Compare group agreements for the garden with agreements students have in the classroom. How are behavior expectations similar in both places? How are they different?	**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.1.6** Produce complete sentences when appropriate to task and situation.	

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2. Edible Seeds	Plants **(P)**	**P.1.4** Identify edible seeds in the garden.	Identify and photograph edible seeds in the garden ahead of the lesson. Give student teams each a photograph of an edible seed and have them find it in the garden. Look at the seeds together and discuss how they are all similar and different. Then harvest and enjoy some of the edible seeds. Finally, harvest more of the edible seeds to save for planting in the future. Toward the end of class, hand out journals for students to use BOTH for reflection at the end of each lesson this year and to record and track weather in the garden over time.	**PLS.4** Students are active and engaged learners who show up on time prepared to learn and manage their time wisely. **CLS.2** Students cooperate and communicate well with each other.	Prepare a dish featuring edible seeds, such as in **Kitchen Lesson #3: Crispy-Crunchy Granola Munchies**.	**Community:** Together with an adult, look through your kitchen at home for foods made from edible seeds, such as wheat, corn, popcorn, rice, etc. Make a list to bring back to school.	**NGSS.1.LS1.A** Structure and Function—All organisms have external parts… Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. **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.	

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3. What's Living in Our Soil?	Soil **(S)**	**S.1.2** Describe how soil is living and how it is not living. **GTE.1.1-4** Garden Tools and Equipment	Collect soil samples from the garden and "dissect" the soil, making separate piles of each type of soil component. Categorize each component as living, once-living, or nonliving. Create a collective class list of soil components, which you'll add to over time. Add compost to a garden bed to amend the soil, and then plant seeds or transplants and water in.	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment. **CLS.2** Students cooperate and communicate well with each other.	Collect compost in the kitchen to bring to the garden. As you do, ask students if the food scraps are living, once-living, or nonliving.	**Cafeteria:** Collect food scraps from the cafeteria to add to the compost pile in the garden.	**CCSS.MATH. CONTENT. 1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

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4. Cycles in the Garden	Soil **(S)**	**S.1.3** Describe the relationship between living and non-living things in soil.	Give each team of 3 students a living plant, a decaying plant, a picture of a decomposer, and a pile of soil. Ask them to sort their objects into a story with a beginning, middle, and an end. Have teams share their stories. As they share out, explain that fungus, bacteria and invertebrates (the Garden "FBI") are decomposers, and their role in the garden ecosystem is to turn once-living matter into soil to feed the plants.	**PLS.6** Students actively seek creative and resourceful solutions. **CLS.1** Students demonstrate problem solving and resolve conflict as a team.	Take food scraps from the kitchen out to the garden and add to the compost pile. As you do, discuss what living things they have seen in the soil. Who will these food scraps feed? Why do we feed the small animals in the soil? How do they help feed us?	**Classroom:** Create a class book about the story they created with their garden objects. Each student can illustrate one object, and then the teacher can transcribe the words as they share their story.	**NGSS Science and Engineering Practice:** Developing and Using Models.	

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5. Soil Web 	Garden and Food Systems **(GFS)**	**GFS.1.2** Describe a soil web. Identify fungi, bacteria, and invertebrates.	Engage students by leading them in a brainstorm of what is growing and what is breaking down in the garden. Then sing the song "Decomposition." Allow students to explore decomposition by looking for evidence of decomposition in the garden. Explain to students that the main decomposers are the Garden FBI: fungus, bacteria, invertebrates. Allow students to elaborate that understanding by looking for decomposers in the garden. Evaluate their understanding by asking students to draw decomposers in their journal.	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment. **CLS.2** Students cooperate and communicate well with each other.	In **Kitchen Lesson #8: Eat-a-Pita Pizzas**, add mushrooms to the pizzas, and highlight that mushrooms are fungi and serve as decomposers.	**Classroom:** Read aloud *Diary of a Worm* by Doreen Cronin.	**NGSS Science and Engineering Practice:** Engaging in Argument from Evidence. **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.	

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6. Insect Illustrations	Soil **(S)**	**S.1.1** Identify organisms living in various soil samples.	Have students collect soil samples from around the garden. With bug boxes, have students gently collect living organisms from the soil. Pass around so each student sees each insect. Then have students draw detailed illustrations of each organism found, and try to identify them using a kid-friendly field guide to identify common garden insects for your region.	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment.	While enjoying a dish featuring fresh produce, give thanks together for the insects that helped make the soil which fed the plants which are feeding the students.	**Community:** Bring soil samples from home into the garden to dissect and compare with the garden soil.	**NGSS Science and Engineering Practice:** Obtaining, Evaluating and Communicating Information. **NGSS.LS3.B** ***Variation of Traits*** Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. **CCSS.ELA-LITERACY.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	

GRADE 1 | WINTER

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Kitchen Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Planning a Spring Garden	Garden Planning and Maintenance **(GPM)**	**GPM.1.1** Decide as a group what to plant in the garden.	Have students explore various herbs using all of their senses. Have them research which will grow well in your region. Then have students share which they would like to plant and why. Conduct a vote to determine which herbs to plant in shared beds.	**CLS.3** Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.	In the garden, conduct a comparative taste test between herbs, and have students use words learned in **Kitchen Lesson #5: Taste Sensations** to describe the flavors of each herb.	**Classroom:** Read aloud *How Groundhog's Garden Grew* by Lynne Cherry.	**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. **Social Studies:** Democracy/Voting	

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8. Mapping Garden Beds	Garden Planning and Maintenance **(GPM)**	**GPM.1.2** Demonstrate knowledge of what plants need.	On butcher paper with the cardinal directions, draw a blank, life-size garden bed, including irrigation lines. Give each pair of students the name of a plant and its spacing requirements when full grown (from the seed packet). Give them a square with those dimensions and have them measure the edges and then draw and cut out a life size picture of their plant on their square. Review with students what plants need (sun, soil, water, air, and space) and then work together with students to place their plants on the paper bed, moving them around to maximize water (planting near irrigation lines); sunlight (tall plants on the north so they don't shade shorter plants); space (making sure squares don't overlap); and anything else important to consider in your garden. 	**PLS.6** Students actively seek creative and resourceful solutions. **CLS.1** Students demonstrate problem solving and resolve conflict as a team.	Plan a bed that aligns specifically to a recipe you plan to prepare with this class, such as a salad bed for **Kitchen Lesson #14: You-Pick-the-Greens Salad**.	**Classroom:** Measure other common objects and compare to the length of their garden bed and/or to the width of their plant (i.e. a cabbage plant grows wider than this pencil).	**CCSS.MATH. CONTENT.1.MD.A.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the same length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. **NGSS Science and Engineering Practice:** Constructing Explanations and Designing Solutions. **NGSS Science and Engineering Practice:** Developing and Using Models. **VA:Cr1.1.1a** Use observation and investigation in preparation for making a work of art.	

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9. Mapping Your Own Garden Bed	Garden Planning and Maintenance **(GPM)**	**GPM.1.3** Demonstrate ability to plan a garden that has a diversity of plants.	Using the group garden bed map from **Lesson #8: Mapping Garden Beds** as an example, have students map their own imaginary garden beds. Have them include 3 or more plants they would like to grow, and space them to maximize plants' abilities to meet their needs for sun, water, and space. Share out. 	**PLS.6** Students actively seek creative and resourceful solutions. **CLS.4** Students appreciate and are respectful of differences and diversity in their communities.	In the kitchen, have each student plan a dish that would use all of the crops growing in his/her imaginary beds.	**Community:** Draw a simple diagram of another space in the community showing how a plant gets what it needs to grow there.	**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.1.6** Produce complete sentences when appropriate to task and situation. **NGSS Science and Engineering Practice:** Constructing Explanations and Designing Solutions. **NGSS Science and Engineering Practice:** Developing and Using Models.	

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10. Planning a Pizza Bed	Garden Planning and Maintenance **(GPM)**	**GPM.1.3** Demonstrate ability to plan a garden that has a diversity of plants.	Use the same method you used in **Lesson #9: Mapping Your Own Garden Bed** to plan out a Pizza Bed that you'll plant together in the spring. Include plants and herbs for tomato sauce and other good plants for toppings, like zucchini, peppers, eggplant, onions, and the like. Ideally, this bed can be in the shape of a pizza with wheat around the crust; tomatoes, basil and other vegetables in the "slices." It can include a statue of a cow placed inside somewhere for the cheese.	**PLS.6** Students actively seek creative and resourceful solutions. **CLS.1** Students demonstrate problem solving and resolve conflict as a team.	Prepare pocket bread pizzas such as in **Kitchen Lesson #8: Eat-a-Pita Pizzas.**	**Classroom:** Read *Curious George and the Pizza* by H.A. and Margaret Rey.	**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.1.6** Produce complete sentences when appropriate to task and situation. **NGSS Science and Engineering Practice:** Constructing Explanations and Designing Solutions **NGSS Science and Engineering Practice:** Developing and Using Models	

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11. Weather Tracking	Weather and Seasons, Climate and Geography **(WSCG)**	**WSCG.1.1** Describe weather.	Engage students by asking them to review weather tracking data from their journals. Look for and discuss patterns in the data. Is it getting colder or warmer? Sunnier or cloudier? etc. Then use thermometers to find the hottest and coldest places out in the garden. 	**PLS.6** Students actively seek creative and resourceful solutions. **CLS.2** Students cooperate and communicate well with each other.	In the kitchen, discuss what was in season in the fall, what's in season now, and what you're looking forward to having in season in the spring and summer.	**Classroom:** Choose a sister city in a very different climatic region and compare your weather with theirs.	**NGSS Crosscutting Concept:** ***Patterns*** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. **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.	

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12. Finding Food on a Map	Weather and Seasons, Climate and Geography **(WSCG)**	**WSCG.1.2** Describe what foods grow nearby and what foods come from other places.	Engage students by recalling from fall what foods you grew together in the garden. Ask for examples of other foods students have seen growing locally. Bring in some foods or pictures of foods that can't be grown in your region, labeled with where they were grown. Have teams work together to locate where they were grown on a world map. Discuss how they might have ended up in a local store, and the advantages and disadvantages of shipping foods around the world. Read aloud *How to Make an Apple Pie and See the World* by Marjorie Priceman. 	**PLS.4** Students are active and engaged learners who show up on time prepared to learn and manage their time wisely. **CLS.2** Students cooperate and communicate well with each other.	In the kitchen, make a dish featuring locally grown foods (fresh or preserved).	**Community:** Take a field trip to a local farm or farmers market, or invite a farmer in to speak to the class.	**Social Studies:** Geography. **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.	

GRADE 1 | SPRING

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Kitchen Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. What is a Seed?	Plants **(P)**	**P.1.1** Understand what a seed is and what it does. **GTE.1.1-4** Garden Tools and Equipment	Discuss the function of a seed. Have students explore, sort,and count a variety of seeds. Then have them start seeds in containers. If possible, use the seeds you saved together in the fall. As you work together, review everything the seed will need to grow and thrive. Demonstrate how to water gently using a watering can, and then have students water.	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment.	Prepare a dish featuring seeds such as in **Kitchen Lesson #13: Three Bean Salad.**	**Community:** Go on a seed scavenger hunt in a field or nature area.	**NGSS.1.LS1.A** ***Structure and Function*** All organisms have external parts… Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. **CCSS.MATH. CONTENT.1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

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14. Bean Babies	Plants **(P)**	**P.1.2** Understand that a plant produces another plant like itself.	Engage students by looking together at a variety of beans and sorting by similarities and differences. Then have each student make a "Bean Baby" by placing a bean and wet cotton ball in a small plastic bag. Tape them into the window of their classroom so students can watch them germinate over time. Have them notice similarities and differences in the plants as they observe and illustrate growth over time in their journals. 	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment. **CLS.4** Students appreciate and are respectful of differences and diversity in their communities.	Prepare a dish featuring seeds such as in **Kitchen Lesson #18: Super-Stuffed Burritos**, and explain that beans are seeds.	**BAM! Box:** Take your Bean Baby home and care for it for 4 weeks. Then bring it back to class for a "reunion" to compare and contrast all the different seeds. Note: Make some extra Bean Babies for students who lose theirs or fail to care for them properly. **Classroom:** Read aloud *Ten Seeds* by Ruth Brown. Make predictions about what will happen next as you turn each page (this involves some simple math).	**NGSS.1.LS1.A** ***Structure and Function*** All organisms have external parts … Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.	

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15. Seed Dissection	Plants **(P)**	**P.1.3** Understand structure and function of seed design.	Read aloud *One Bean* by Anne Rockwell. Have students work in pairs to dissect pre-soaked bean seeds to find the baby plant (embryo), seed coat, and seed food (endosperm) inside. Then enjoy together a snack made from seeds, such as sunflower seeds or a trail mix featuring lots of seeds. 	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment. **CLS.2** Students cooperate and communicate well with each other.	In the kitchen, have students brainstorm all the seeds they eat.	**BAM! Box:** Make granola with seeds! **Community or Cafeteria:** Search for bread, tortillas, beans, nut butters, and other foods made from seeds in the cafeteria or at home.	**NGSS.1.LS1.A** ***Structure and Function*** All organisms have external parts… Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. **CCSS.ELA-LITERACY.RL.1.1** Ask and answer questions about key details in a text.	

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16. Plant a Pizza Bed	Garden Tools and Equipment **(GTE)**	**GTE.1.1-4** Garden Tools and Equipment	Have students share what they remember about proper use of hands, hand trowels, harvest baskets, and buckets. Then demonstrate proper use of garden string to mark beds and hand weeding tools. Next, have them use all of these tools to clear a bed, harvesting any edibles and collecting non-noxious weeds for the compost pile. Finally, have them plant a pizza bed using the plans students created in **Lesson #10: Planning a Pizza Bed**. You may also choose to add a salad bed next to the pizza bed. Show students how to clean tools with cleaning brushes before having them clean their tools.	**PLS.1** Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments. **PLS.3** Students cultivate honest and responsible behaviors that contribute to the learning of the community.	In the garden, discuss how to ensure that you get all of the food groups when you eat pizza by adding lots of vegetable toppings to your pizza bed, and/or adding a salad on the side of your pizza. Incorporate these ideas into your pizza bed.	**Classroom:** Make signs together for the pizza bed with the names and illustrations of various ingredients.	**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.	**National Health Education Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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17. Weeds vs. Cultivars	Garden Planning and Maintenance **(GPM)** Garden Tools and Equipment **(GTE)**	**GPM.1.4** Understand the difference between a weed and a cultivar. **GTE.1.1-4** Garden Tools and Equipment	Show students illustrations or photos of 5 common garden cultivars and 5 common weeds, each time letting them look for only 3 seconds. After each one, hide the picture and ask them for defining characteristics. Then show again and share the name of the plant. Send teams on a pictograph scavenger hunt looking for those same 10 plants. Then sort the pictures into cultivars and weeds, and discuss the difference. Finally, review safe use of hand weeding tools and have students mark all cultivars in a bed, and then weed that bed together. 	**PLS.1** Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments. **CLS.2** Students cooperate and communicate well with each other.	In the kitchen, prepare a dish featuring edible wild plants, which are sometimes considered weeds.	**Classroom:** Bring weeds indoors and look at them closely. Observe physical adaptations that help weeds survive and thrive despite humans trying to stop them.	**CCSS.ELA-LITERACY.L.1.5** With guidance and support from adults, explore word relationships and nuances in word meanings. **CCSS.ELA-LITERACY.L.1.5.C** Identify real-life connections between words and their use (e.g., note places at home that are cozy). **CCSS.MATH.CONTENT.1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

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18. Sheet Shake	Garden and Food Systems **(GFS)**	**GFS.1.1** Identify the roles beneficial insects and pests play in the garden.	Do a "sheet shake" with your students. Put an old sheet on the ground under a bush. Shake the branches and let the insects fall out. (It can be useful to try this on a nearby bush ahead of time to ensure you have enough insects to work with). Give students bug boxes to collect insects. Have them compare and sort. Then have students work together with a kid-friendly field guide to identify the insects they found, looking up if they are pests that eat our plants or beneficial insects that pollinate our plants and/or eat our pests. Discuss the benefits of attracting a diverse set of beneficial insects into the garden. Together, plant some plants that attract beneficial insects in your region. You can find good options on the Pollinator Partnership website.	**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment. **CLS.4** Students appreciate and are respectful of differences and diversity in their communities.	In the kitchen, prepare a dish featuring fruits and vegetables. Prior to eating, discuss how predatory insects helped protect these crops from pests, and how pollinators helped the plant produce the fruits in the dish.	**Cafeteria:** Look together at the salad bar or for plant-based foods on the school lunch tray. Discuss how predatory insects helped protect these crops from pests, and how pollinators helped the plant produce the fruits in the dish.	**CCSS.MATH. CONTENT.1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **CCSS.ELA-LITERACY.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	