

# FOOD SYSTEMS UNIT REVIEW

Garden

Grade 6 • 45 mins

NEW!

GRADE 6

SCHOOL PARTNER  
LESSON PLAN

## ? ESSENTIAL QUESTIONS

- What is a food system? Why are food systems important?
- What are the main stages of a food system? What does each stage look like?
- Can we connect what we do in the garden to the food system?

## MATERIALS

- [Google Slideshow](#) if indoors
- Laminated Food Systems Flow Chart
- Dry Erase Markers
- Clipboards
- Tissues (to erase)
- Green Onions, Soil, 4" Planting Pots, Pop Sticks, Sharpies\*\*\* (optional lesson extension)

## Abc VOCABULARY

- Food system
- Processing
- Production
- Distribution
- Consumption
- Compost
- Food Waste

## ASSESSMENT

### Tool Safety Checklist

- Students are displaying their answers to each review question
- Students are generating questions for the review
- Students are using proper technique for planting
- Pre and post test for unit

### TEACHER BACKGROUND

Review Food Systems Materials and Slide Show, Kagan Cooperative Learning Structures: Show down and mix pair share, possible spectrum questions

## LESSON DESCRIPTION

Students will review their understanding of our food systems unit through Kagan structures. Students will propagate a plant by planting a green onion cutting and aromatic herb cutting.

## LEARNING OBJECTIVES

**Content Learning Objectives***Garden Planning and Maintenance*

**GPM.6.2** Demonstrate understanding of compost and/or vermi-culture system.

*Garden and Food Systems*

**GFS.3.4** Define local food system

Food Systems Objectives listed below

1. I can define a food system in my own words.
2. I can describe the four main steps of a food system.
3. I can relate our work in the kitchen and garden to a food system.
4. I can appreciate the many people who work within a food system.
5. I can appreciate the resources used to produce, process, and distribute the food I eat each day.

## ACADEMIC STANDARD CONNECTIONS

**CCSS.ELALITERACY.SL.6.1** 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.

*Lesson Sequence**Engage***Cultivate Curiosity:**

Open class with 3–5 minutes of garden exploration time, while walking, think of something we have done this semester that you really enjoyed. Mix Pair Share—Share the activity you have enjoyed most this semester. We can relate everything we've done this semester to a food system. Today we will review what we've learned! Take a clipboard, laminated sheet, tissue and dry erase marker to the table.

*Explore***Root Around:**

*I do/we do:* Review Activity; Kagan Structure Showdown: Introduce question format first (circle the correct stage of the food system, practice question, then stand back to back with a partner and explain the showdown structure) Teacher gives examples of an activity related to the food system, students circle the stage it fits into on the flowchart, markers are held high when ready, teacher counts up to 3, then partners reveal answers to one another, teacher reviews the answer.

*You do:* Students generate the example food system activity, repeat the showdown, and discuss each answer, if any examples are unclear, consider using a spectrum question to discuss, like; Does milking a cow fit into the production or processing stage? (if indoors, use the slideshow for the first few questions) Flip laminated sheet on clip board.

*Direct:* Write down at least one idea to reduce food waste, one idea that will help us waste less food. Shift from showdown to mix pair share, then student led discussion.

*Showdown Structure Direct:* Draw the creature that helps us recycle food scraps into soil in our vermicomposting bin. Reveal and discuss.

*Showdown Structure Ask:* True or False: you can start a new plant without seeds. True, Put materials away and shift to demonstration circle space.

*Explain***Grow Understanding:**

Demonstrate taking a cutting from an herb or green onion and planting it. Review steps, then allow students to plant their own cutting. If time allows, package in a brown bag with name to take home, students will pick up their plants at dismissal time. Ask; Which step of the food system is this? (Production)

*Elaborate***Observe the Fruits:**

Review steps, then allow students to plant their own cutting. If time allows, package in a brown bag with name to take home, students will pick up their plants at dismissal time.

*Evaluate***Reflect (10 mins):**

Student shout outs, student led.

**ADAPTING FOR INDOORS**

Use the slide show and bring planting materials inside.

CONNECTIONS TO KITCHEN LESSONS

In the kitchen, discuss which step of the food system cooking is. Process food from the garden into a product—like a jam, tea bag, or herb mix.

POSSIBLE EXTENSIONS

Develop and market a student made product, sell it at a special event or at a local Farmer’s Market if regulations allow.

ADDITIONAL RESOURCES

- Content adapted from [What Makes up a Food System? Breaking it Down into 4 Parts.](#)
- [Food System Unit—Google Docs](#)