

# SCOPE & SEQUENCE

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*Garden*

# GRADE K | Garden

## SCOPE & SEQUENCE




### GRADE K STANDARDS

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

- Locate the garden and recognize that it is a learning environment.
- Participate in school garden activities with safe and caring behaviors.
- Demonstrate understanding of what a plant is, recognize plant parts and identify soil.
- Demonstrate understanding through inquiry and observation about the life cycle of plants, plant parts and soil.
- Demonstrate understanding of what weather is and name the seasons.
- Identify living and nonliving things in the garden.
- Recognize and name what plants and a garden need to thrive.
- Demonstrate understanding of abundance (a lot/more) and scarcity (few/less) in the garden.


## GRADE K | 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
<b>START THE YEAR</b> <i>Schoolwide Garden Work Party with Families/Local Community</i>								
<b>1.</b> Welcome to the Garden! 	Personal and Community Life Skills <b>(PLS and CLS)</b>		Engage students by leading them in a silent observation of the outdoor space then have them share their names and what they observed. Explore ideas about how we can be best for ourselves, our community, and our environment while we're in the outdoor learning space. Explain by modeling those behaviors for students. Have students elaborate by exhibiting those behaviors while completing a garden scavenger hunt. Evaluate their understanding by having them reflect on what it means to be the best for themselves, their community, and their environment, not only in the garden but at home or in school.	<b>PLS.1-6</b>  <b>CLS.5</b> 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?	<b>Classroom:</b> 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?	<b>CCSS.ELA-LITERACY.SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.  <b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  <b>Social Studies:</b> Citizenship.	

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2. Rainbow Scavenger Hunt	Garden Planning and Maintenance (GPM)	<b>GPM.K.2</b> Understand how to be present in the garden with all five senses.	Hand out journals that students will use for reflection at the end of each lesson. Give students paint color samples or crayons of different colors, and challenge them to explore the garden to find natural objects that match those colors. Explain the value of diversity in the garden and also in our communities.	<b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.	Have students prepare a dish with a variety of colors, such as in <b>Kitchen Lesson #3: Yummy Wake-Up Smoothie</b> .	<b>Community:</b> Have kids go on a rainbow scavenger hunt in their homes or neighborhoods.	<b>CCSS.ELA-LITERACY.L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.  <b>CCSS.ELA-LITERACY.L.K.5.C</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).  <b>CCSS.ELA-LITERACY.L.K.5.A</b> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.	

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<b>3.</b> Seasonal Planting	Garden Tools and Equipment <b>(GTE)</b>	<b>GTE.K.1-4</b> Garden Tools and Equipment	Demonstrate safe and proper use of hand trowels. Then have students use them to plant a seasonal item that will be useful in the kitchen this fall/winter, such as sugar snap peas or carrots. Explain that all of our food comes from plants and animals.	<p><b>PLS.1</b> 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.</p> <p><b>CLS.2</b> Students cooperate and communicate well with each other.</p>	Have students prepare a dish that incorporates carrots and peas, such as the dish prepared in <b>Kitchen Lesson #10: Herbed Mediterranean Yogurt Cheese Spread.</b>	<b>Cafeteria:</b> Ask if your food service director can incorporate your crop into a school lunch or salad bar.	<b>NGSS.K.LS1.C. Organization for Matter and Energy Flow in Organisms</b> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	<b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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4. Mystery Objects	Garden Planning and Maintenance (GPM)	<b>GPM.K.2</b> Understand how to be present in the garden with all 5 senses.	To engage students, have them pair up to find and feel “Mystery Objects” from the garden. Have one student in each pair close his/her eyes while the other student finds an object in the garden to give to his/her partner. Prompt them to focus on 1 sense at a time. Explain how to make arguments from evidence for what each object is before opening their eyes to see the object. Have them practice in pairs, trading roles each time. 	<b>PLS.1</b> 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.  <b>CLS.2</b> Students cooperate and communicate well with each other.	In <b>Kitchen Lesson #4: 5 Sense Tasting</b> students explore a food with all of their senses.	<b>BAM! Box:</b> Go on a 5 Senses Scavenger Hunt with a family or community member.  <b>Classroom:</b> Have students pair up and do the same “Mystery Object” activity with objects in the classroom.	<b>CCSS.ELA-LITERACY.SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>NGSS Science and Engineering Practice:</b> Engaging in Argument from Evidence.  <b>VA:Cr1.1.Ka.</b> Engage in exploration and imaginative play with materials.	

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<b>5.</b> Living or Nonliving? 	Garden Planning and Maintenance (GPM)	<b>GPM.K.1</b> Describe what lives in a garden and name what it needs to live.  <b>GTE.K.1-4</b> Garden Tools and Equipment	Engage students by giving them a picture of the garden and asking them to circle 5 living things and 5 nonliving things. Discuss together which living things are plants and how they know. Then review safe tool use. Finally, have students work together with hands and hand trowels to plant transplants in the garden. Work together to explain what the plants need to grow, and have students elaborate by making a plan together for giving the plants everything they need.  	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.  <b>PLS.1</b> 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.	In the kitchen, before you eat a dish featuring fruits or vegetables, celebrate the sun, soil, water, air, and nutrients that made those fruits and vegetables grow.	<b>Community:</b> Draw a picture of your home or neighborhood and circle 5 living and 5 non-living things.  <b>Cafeteria:</b> Look at a school lunch and discuss which foods came from plants and which came from animals.	<b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  <b>NGSS.K.LS1.C</b> <b>Organization for Matter and Energy Flow in Organisms</b> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants (P) need water and light to live and grow.	

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6. Mini Compost Piles	Soil (S)	<p><b>S.K.1</b> Identify the difference between brown (carbon) and green (nitrogen) in a compost system.</p> <p><b>GTE.K.1-4</b> Garden Tools and Equipment</p>	Have each student explore the components of compost by building a miniature compost pile. Layer browns, such as dry straw, with greens, such as food waste or garden clippings. Explain the importance of diversity for a healthy compost pile that will produce compost to feed plants. Elaborate by relating to the importance of diversity for a fun and interesting community. Incorporate mini-piles into a larger compost pile, and deliver finished compost (either from your garden or purchased from a garden store) to growing plants.	<p><b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.</p> <p><b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.</p>	In <b>Kitchen Lesson #5: Edible “Compost Piles,”</b> students make miniature, edible “compost piles” by layering brown crackers with dip and green vegetables, such as rice crackers with hummus and sugar snap peas or alfalfa sprouts.	<p><b>Classroom:</b> Have students illustrate their compost pile once a month, depicting change over time. Working with an adult, students can label different parts of the pile.</p>	<p><b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>NGSS.K.ESS2.C Biogeology. Human Impacts on Earth Systems</b> Plants and animals can change their environment</p> <p><b>NGSS Science and Engineering Practice:</b> Develop and Use Models.</p> <p><b>Social Studies:</b> Diversity and Community.</p>	




## GRADE K | 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. Tracking Garden Changes	Garden and Food Systems (GFS)	<b>GFS.K.2</b> Develop an understanding of abundance and scarcity in the garden.	Have student teams explore the garden, using <u>data tracking sheets</u> to count certain plants. Explain the value of tracking data for making predictions in the garden, and then have students tally and share their results. Keep data to track over time. Have students record changes in the garden at the end of each class for the remainder of the year, as time allows, using the data tracking sheets. Prepare the garden for winter if necessary.	<b>PLS.4</b> Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.  <b>CLS.2</b> Students cooperate and communicate well with each other.	In the kitchen, prepare a dish highlighting the crops that are in abundance in your garden.	<b>Community:</b> Have students track similar data from home or community gardens.	<b>CCSS.MATH.CONTENT.K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.  <b>NGSS Science and Engineering Practice:</b> Analyzing and Interpreting Data.	
8. Above and Below the Ground	Soil (S)	<b>S.K.4</b> Describe what lives and what does not live in soil.	Send students on a pictograph scavenger hunt to explore and find common garden objects. Include objects that would normally be found in soil, such as roots, worms, and dead sticks. Include others that would be above ground, such as a living leaf, a flower, and a flying insect. Then have students categorize found objects by whether they are found above or below the soil surface. Explain the importance of each of these garden ecosystems.	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.  <b>CLS.2</b> Students cooperate and communicate well with each other.	In the kitchen, prepare a dish that includes root crops from below the ground and stem, leaf, flower, or fruit crops from above ground such as the dish prepared in <b>Kitchen Lesson #10: Herbed Mediterranean Yogurt Cheese Spread</b> .	<b>Classroom:</b> Read aloud <i>Tops and Bottoms</i> by Janet Stevens.	<b>CCSS.ELA-LITERACY.L.K.5.A</b> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.  <b>NGSS Crosscutting Concept: Patterns</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	

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9. What is Soil Made Of?	Soil (S)	<b>S.K.2</b> Identify living and nonliving components of soil.	Review safe use of hand trowels. Have students explore a scoop of soil under magnifying glasses. Then, have students pull out, name and list every soil “ingredient” they can find, such as rocks, dead plant material, and the like. Demonstrate how to treat living animals carefully. Have students work together to classify ingredients as living, once-living, and non-living. Share out, working with students to explain key characteristics of living things. Elaborate by connecting this idea with the greens and browns in the compost pile, which were once living plants.	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.  <b>CLS.2</b> Students cooperate and communicate well with each other.	Prepare a dish that includes some fruits or vegetables, such as in <b>Kitchen Lesson #8: Sugar-and-Spice Acorn Squash</b> . Before eating, celebrate the different components of soil that helped grow the food by thanking out loud the worms, sticks, and rocks that helped make the soil, for example.	<b>Classroom:</b> Read aloud <i>Diary of a Worm</i> by Doreen Cronin.  <b>Cafeteria:</b> Work with older students to create signage for the cafeteria tracing school lunch foods back to soil.	<b>NGSS.K.ESS3.A</b> <i>Natural Resources</i> Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.  <b>CCSS.ELA-LITERACY.L.K.5.A</b> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.	

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<b>10.</b> What Grows in our Garden?	Weather and Seasons, Climate and Geography <b>(WSCG)</b>	<b>WSCG.K.2</b> Describe where you live and the foods that grow there.	Review the major food groups. Have students explore, looking for major food groups growing in the garden, such as grains, fruits, vegetables, and beans, nuts, or animal proteins. Together with your students, explain which food groups are not present in the garden. Discuss other examples of food from these groups grown in other parts of the world. Ask students what makes their region unique. Emphasize the role of climate in determining what you can grow in a region. Demonstrate how to harvest, then harvest and gather something to share.	<b>CLS.2</b> Students cooperate and communicate well with each other.  <b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.	Use the introduction to this garden lesson to review the concepts students learned in <b>Kitchen Lesson #9: Discovering Food Groups.</b>	<b>Cafeteria:</b> Discuss a school lunch in terms of food groups represented.	<b>CCSS.ELA-LITERACY.L.K.5.A</b> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.  <b>Social Studies:</b> Geography.	

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11. Season Collage	Weather and Seasons, Climate and Geography (WSCG)	<b>WSCG.K.1</b> Name the four seasons and what foods grow in each season.	Engage students by reading aloud <i>Mama, Is it Summer, Yet?</i> by Nikki McClure. Create a large class poster showing each season. Have each student explore by illustrating and, with support, labeling a favorite activity for each season. Together with your students, define each season as you add these to your poster to make a class-wide collage. Elaborate by adding foods that are locally available in each season to the collage. 	<b>PLS.3</b> Students cultivate honest and responsible behaviors that contribute to the learning of the community.  <b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.	In the kitchen, prepare a recipe and highlight which ingredients were grown or sourced in the school garden and/or locally, and which were grown locally in a different season and preserved for later use.	<b>Classroom:</b> <i>A Simple Brown Leaf</i> by L.J. Davis.  <b>Cafeteria:</b> Identify any seasonal ingredients that were grown locally, and any that were grown locally in a different season and preserved for later use.	<b>NGSS Crosscutting Concept: Patterns</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.  <b>CCSS.ELA-LITERACY.RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>CCSS.ELA-LITERACY.RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  <b>CCSS.ELA-LITERACY.SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>VA:Cr2.1.Ka</b> Through experimentation, build skills in various media and approaches to artmaking.	

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12. Local Foods Collage	Weather and Seasons, Climate and Geography <b>(WSCG)</b>	<b>WSCG.K.2</b> Describe where you live and the foods that grow there.	Help student teams engage with the concept of local foods by sorting pictures of familiar fruits and vegetables into categories: those that grow in our garden or community, and those that grow far away. Have teams explore seed catalogs and share out to make a class list or collage of fruits and vegetables to plant in their garden based on their region. 	<b>PLS.5</b> Students develop the ability to make informed and responsible decisions.  <b>CLS.1</b> Students demonstrate problem solving and resolve conflict as a team.	In the kitchen, prepare a dish featuring only locally-grown foods. In the winter, this may center around storage crops and preserved foods, such as roasted root vegetables with dried herbs.	<b>Community:</b> Take a field trip to a local farm or farmers' market.	<b>CCSS.ELA-LITERACY.L.K.5.A</b> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.  <b>CCSS.MATH.CONTENT.K.MD.B.3</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count.  <b>Social Studies:</b> Geography.  <b>VA:Cr2.1.Ka</b> Through experimentation, build skills in various media and approaches to artmaking.	

## GRADE K | 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. Making Soil Mixes	Soil (S)	<b>S.K.3</b> Identify different types of soil in the garden.  <b>GTE.K.1-4</b> Garden Tools and Equipment	Have students explore and compare and contrast soil from different spots in the garden—including the beds, pathways, compost bins, and anywhere else unique. Discuss and explain key components of healthy soil and how it helps us grow healthy food. Then have student teams elaborate by making their own soil mixes in 5-gallon buckets. Challenge them to make a mix that they think would best support plant growth. Then test by growing plants in various mixes.	<b>CLS.1</b> Students demonstrate problem solving and resolve conflict as a team.	Prepare a dish that includes fruits or vegetables, such as in <b>Kitchen Lesson #16: Mmmm-Hmmm Hummus</b> . Trace the ingredients back to the soil.	<b>Community:</b> Have students bring in soil samples from home to compare to those found at school.	<b>CCSS.ELA-LITERACY.SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>NGSS.ETS1.B</b> <i>Developing Possible Solutions</i>	

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<b>14.</b> Insect Explorations	Garden and Food Systems <b>(GFS)</b>	<b>GFS.K.1</b> Identify insects in the garden.	Use magnifying bug boxes to explore, catch, observe, and diagram insects. Then use a simple, regional field guide to identify them. Have students share illustrations and explain why insects are critical in the garden ecosystem. Elaborate by harvesting and enjoying a fresh fruit or vegetable and giving thanks to the beneficial insects that helped it grow.	<b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.  <b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.	In the kitchen, prepare a dish featuring fresh fruits and vegetables, such as in <b>Kitchen Lesson #14: Fresh-and-Fruity Freeze Pops</b> . Before you eat, thank the insects which are a critical part of the garden ecosystem, and discuss a few ways insects help plants grow.	<b>Classroom:</b> Read aloud <i>Hey, Little Ant</i> by Phillip Hoose.	<b>NGSS Science and Engineering Practice:</b> Obtaining, Evaluating and Communicating Information  <b>CCSS.ELA-LITERACY.SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>VA:Cr2.1.Ka</b> Through experimentation, build skills in various media and approaches to artmaking.	

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<b>15.</b> How Has Our Garden Changed?	Garden and Food Systems (GFS)	<b>GFS.K.2</b> Develop an understanding of abundance and scarcity in the garden.	Have each pair of students explore the garden and use <u>data tracking sheets</u> to find and count a specific plant or insect. Explain the value of collecting data for making predictions and understanding seasonal cycles. Then have pairs return to the larger group and share out the amounts they found, recording answers. Finally ask questions comparing quantities and asking students to elaborate, such as “Do we have more snails or butterflies? How many more? How did you figure that out?” Have students compare these to the data they collected in <b>Lesson #7: Tracking Garden Changes</b> , and predict how these numbers might change in different seasons. Repeat throughout the year to test hypotheses.	<b>PLS.4</b> Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.  <b>CLS.2</b> Students cooperate and communicate well with each other.	In the kitchen, identify the most abundant crop in the garden, and prepare a dish that uses this crop.		<b>CCSS.MATH.CONTENT.K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem.  <b>NGSS Crosscutting Concept: Patterns</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	



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<b>16.</b> Planting Root Crops	Plants (P)  Garden Tools and Equipment (GTE)	<b>P.K.3</b> Understand what above ground and underground mean.  <b>GTE.K.1-4</b> Garden Tools and Equipment	Review safe use of hand trowels. Have students dig holes in the garden, shine flashlights into them, explore, and describe what they see. Then explain what crops are root crops and have students observe and plant root crops in the garden.	<b>PLS.1</b> 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.	In the kitchen, give students produce or pictures of produce and have them sort based on where they grow: above ground or below.	<b>Cafeteria:</b> Identify vegetables served at lunch that are root crops grown below ground (carrots) and crops that are grown above ground (tomatoes).	<b>NGSS K.LS1.C</b> <i>Organization for Matter and Energy Flow in Organisms</i> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.  <b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	

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17. Plant Life Cycles	Plants (P)	<p><b>P.K.1</b> Describe the life cycle of a plant.</p> <p><b>GTE.K.1-4</b> Garden Tools and Equipment</p>	<p>Explain the life cycle of a plant to students by guiding them through a role play in which they are seeds: growing up, sprouting leaves, making flowers, and then making seeds to start over again. Then have students elaborate, using real garden objects to create an art piece that shows the life cycle of a plant. For example, have them glue a real seed, a sprout, and a larger plant with a flower to a piece of paper in a circle that connects the larger plant back to the seed. Share out.</p> 	<p><b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.</p> <p><b>CLS.4</b> Students appreciate and are respectful of differences and diversity in their communities.</p>	In the kitchen, sprout garbanzo beans. Enjoy bean sprouts together with un-sprouted, cooked garbanzo beans from <b>Kitchen Lesson #16: Mmmm-Hmmm Hummus</b> (or store-bought) to highlight a particular crop at different stages of its life cycle (in this case, garbanzo bean seeds and sprouts).	<p><b>BAM! Box:</b> Plant seeds together in containers for students to take home, care for, and observe over time. Send students home with their plants and observation journals to record their plant's growth over time. Have students share out observations in class.</p> <p><b>Community:</b> Discuss other life cycles that children may see in their communities, such as babies growing into kids, teenagers, and adults; chickens hatching from eggs; butterflies metamorphosing, etc.</p>	<p><b>NGSS Science and Engineering Practice:</b> Developing and Using Models.</p> <p><b>CCSS.ELA-LITERACY.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>VA:Cr2.1.Ka</b> Through experimentation, build skills in various media and approaches to artmaking.</p>	

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
<b>18.</b> Edible vs. Toxic Plants	Plants (P)	<p><b>P.K.2</b> Identify edible and non-edible plants in the garden.</p> <p><b>GTE.K.1-4</b> Garden Tools and Equipment</p>	Engage students by having them identify food plants they recognize in the garden. Then explore, using harvest baskets to gather and enjoy a garden snack. Explain that some plants use poison as a defense against pests. Show students any toxic or dangerous plants. Give them a moment to study the dangerous plant, focusing on any defining characteristics that would help them recognize it. Then have them look away and quiz them on its characteristics. Evaluate their learning by having them look around the garden for more examples of that plant. Together, create signs labeling different edible and inedible plants, and brainstorm how to be safe around these plants. Remove any toxic plants you do not want in your garden.	<p><b>PLS.1</b> 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.</p> <p><b>PLS.2</b> Students are able to express empathy and caring for themselves, others, and the environment.</p>	In the kitchen, prepare a dish that includes an edible plant that your students have harvested from the garden.	<p><b>Classroom, Community:</b> Use a children's plant field guide to identify various common, local plants.</p> <p><b>Cafeteria:</b> Identify edible plants available in the lunch line.</p>	<p><b>CCSS.ELA-LITERACY.SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>NGSS.K.LS1.C</b> <i>Organization for Matter and Energy Flow in Organisms</i> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	