

GRADE 4 | *Kitchen*



SCOPE & SEQUENCE



GRADE 4 STANDARDS

At the end of Grade 4, students will be able to:

- Demonstrate increased understanding of culinary flavors and textures and begin to make simple combinations.
- Demonstrate understanding of how to preserve abundance from the garden.
- Demonstrate knowledge of recipe parts, processes, and yields.
- Demonstrate understanding of purchasing and preparing nutrient rich food on a budget.
- Demonstrate ability to apply grade level math skills to food preparation techniques.
- Begin to understand the versatility of ingredients and how they are used in various cultural dishes.
- Demonstrate safe and proper use of various tool with increasing independence.

GRADE 4 | 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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
1. Welcome to the Kitchen! 	Personal and Community Life Skills (PLS and CLS)	KTE.4.1-4 Kitchen Tools and Equipment	Cooking Lesson: Engage students by having them share names and a summer highlight. Review kitchen agreements established in Grade 3 Lesson #1: Welcome to the Kitchen! Review Personal and Community Life Skills. Review safe and proper use of paring knives, vegetable peelers, apple corers, and other relevant tools. Then have students elaborate by practicing these agreements and skills as they prepare and enjoy a German Apple Pancake, <i>There's a Chef in My World!</i>	PLS.1-6 CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Make a Venn Diagram comparing appropriate behaviors in the kitchen and in the garden.	Classroom: Make a Venn Diagram comparing appropriate behaviors in the kitchen and in the classroom.	CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	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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2. Flavors and Textures from Around the World	Culinary Flavors and Textures (CFT)	CFT.4.3 Assess main ingredients, seasonings and dishes of other cultures.	Cooking Concept Lesson: Have students survey their caregivers and then share out to discover the cultures and food traditions represented in your class. Bring in harvested or purchased interesting fruits or vegetables that are common to those cultures but may not be familiar to all of your students, such as jackfruit or jicama. Label each with the name and region where it is common. Have students explore, taste, and describe the flavors of each fruit or vegetable.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	In Garden Lesson #3: Planting Seeds have students plant some crops that grow in your region and reflect the cultures represented in your student population. Label each with the country or continent where it is prevalent.	BAM! Box: Interview a family member about his/her heritage and anything he/she knows about plants or crops grown in their ancestral homes.	Social Studies: Cultural Traditions.	National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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3. Vietnam-ese Pickled Carrots (Carot Chua) 	Culinary Flavors and Textures (CFT) Food Preparation (FP)	<p>CFT.4.1 Review basic sensory attributes of flavors</p> <p>CFT.4.2 Create basic flavor combinations using international cuisines.</p> <p>FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review safe and proper use of peelers and paring knives. Discuss why chefs preserve foods, and include the idea that preserving foods can alter their taste. Then have students peel and chop carrots for Vietnamese Pickled Carrots (Carot Chua), Emerils.com. Save and freeze scraps for stock. Then, call volunteers to measure and mix the vinegar, salt, and sugar. As each ingredient is added, match each to a taste sensation (sour, salty, sweet). When students eat carrots (at least 1 hour and up to 2 weeks after making), have them close their eyes and see if they can taste each flavor: salty, sweet, bitter, and sour. Then have them reflect and share about this particular sour, sweet, and salty combination.</p>	<p>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.</p>	Use carrots from the garden. Add in other produce growing in the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.	<p>Community: Research other pickles made in your community and do a comparative taste test.</p>	<p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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<p>4. Sweet and Spicy Pickles</p>  	<p>Culinary Flavors and Textures (CFT)</p> <p>Food Preparation (FP)</p>	<p>CFT.4.2 Create basic flavor combinations using international cuisines.</p> <p>FP.4.2 Describe and perform food preservation processes such as drying, freezing, pickling.</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Discuss the value of preserving seasonal foods that are in abundance in order to enjoy them year-round. Have students prepare Emeril's Homemade Sweet and Spicy Pickles, Emerils.com. As students work, have them save and freeze onion and garlic peels for making vegetable stock in the winter. Demonstrate how to process the jars, focusing on food safety, and then demonstrate how to fill and process a jar of pickles before having them do the same in small groups. Follow the USDA's Complete Guide to Home Canning to preserve jam safely. Let pickles age at least 2 weeks before enjoying.</p>	<p>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.</p>	<p>Use cucumbers, onions, and garlic from your garden. Bring compost out to the garden.</p>	<p>Community: Make jars of pickles as gifts for loved ones.</p> <p>BAM! Box: Bring home a jar of pickles and come up with a fun way to enjoy them, such as on crackers or sandwiches. Take photos and share your pickle ideas with the class.</p>	<p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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5. Freezing and Dehydrating 	Food Preparation (FP)	<p>FP.4.2 Describe and perform food preservation processes such as drying, freezing, pickling.</p> <p>FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>HE.4.1 Calculate expansion and contraction of volumes of foods.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review the value of preserving seasonal foods when they are in abundance in order to enjoy them year-round. Harvest ripe tomatoes and fruit from the garden. Weigh them and record the weight. Have students coat the tomatoes in oil and place on baking sheets to <u>roast</u>. Once roasted (which will be many hours later), pack the tomatoes in bags or jars, label, and freeze for use in the winter. While tomatoes are beginning to roast, demonstrate how to use food dehydrator. Review safe use of paring knives and then have students slice, weigh, and dehydrate a seasonal fruit. Once dehydrated (which could be during their next class), weigh the fruit again to compare. Have students make explanations for the change in weight. Then store dried fruit in an airtight container and label for use in the winter.</p>	<p>PLS.6 Students actively seek creative and resourceful solutions.</p>	Use tomatoes and other fruit from the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.	<p>Community: Interview a local expert in the community about techniques for preserving foods such as freezing, dehydrating, canning, etc.</p>	<p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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6. Nutty Buttery Green Beans	Recipe Concepts (RC) Kitchen Tools and Equipment (KTE)	RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence. FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables. KTE.4.1-4 Kitchen Tools and Equipment	Cooking Lesson: Demonstrate how to turn on the stove and set it to the desired setting. While you bring water to a boil, have students trim green beans for Nutty Buttery Green Beans, There's a Chef in My Soup! Save and freeze scraps for vegetable stock. Then demonstrate how to add the green beans into boiling water carefully, without splashing hot water up. As the beans cook, have students practice safe use of the stove by preparing the butter sauce with an adult. Once beans are ready, demonstrate how to use a potholder to strain safely. Mix in sauce and enjoy.	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.	Use green beans from the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.	Cafeteria: Interview cafeteria staff for other ideas of vegetables that can be boiled like green beans. Community: Interview local restaurant chefs for other ideas of simple sauces for seasonal vegetables.	NGSS.4.PS3.B Conservation of Energy and Energy Transfer.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

GRADE 4 | 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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Green Salad with French Dressing	Health Concepts (HC) Food Preparation (FP)	HC.4.2 Understand that nutrients in soil and plants are assimilated into the body. FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables. RC.4.1 Relate the parts of recipe. RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence. KTE.4.1 Kitchen Tools and Equipment	Cooking Lesson: Discuss how nutrients in the soil go into plants, and when we eat the plants, they are assimilated into our bodies. Then have students explore the recipe for Green Salad with French Dressing, Emerils.com to determine which tools and ingredients they will need. Have them gather their equipment and prepare the salad, adding in some dried fruit from the fall. Enjoy the salad together. Either in class or as homework, have them write instructions for someone else explaining how to make the salad, including some of the following terms or concepts: ingredients, process, portion size, and yield.	CLS.1 Students demonstrate problem solving and resolve conflict as a team.	Use lettuce from the garden. Add in other produce growing in the garden. Garnish with herbs and/or edible flowers growing in the garden. Bring compost out to the garden.	Community: Share bags of extra greens from the garden with a recipe cards for French Dressing with bus drivers and school staff.	CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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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<p>8. Best Basic Red Sauce</p> 	<p>Food Preparation (FP)</p>	<p>FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>FP.4.3 Demonstrate ability to make simple recipes inspired by world cultures</p> <p>HC.4.3 Describe fruits and vegetables in relation to the food groups.</p> <p>HE.4.1 Calculate expansion and contraction of volumes of foods.</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Have students research the history of red sauce and pasta in Italian food. Take out tomatoes the class roasted and froze in the fall. Discuss what food group tomatoes are in (fruits and vegetables) and review the health benefits of this food group. Have students weigh the tomatoes and compare to the original weight of the raw tomatoes. Review safe use of the stove, and then have students prepare Best Basic Red Sauce, There's a Chef in My Soup!, using the tomatoes. Save and freeze onion and garlic scraps for vegetable stock. Once sauce is made, freeze for later use.</p>	<p>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.</p>	<p>During this lesson, recall with students the journey from growing the tomatoes to using them today.</p>	<p>Community: Work with a local market to sell extra prepared Red Sauce, allowing students to set price and develop marketing.</p>	<p>NGSS.4.PS3.B Conservation of Energy and Energy Transfer.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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9. Home-made Pasta	Recipe Concepts (RC) Kitchen Tools and Equipment (KTE)	RC.4.2. Demonstrate the ability to follow recipe instructions with increased independence. HC.4.1 Create a calendar of seasonal menus that reflect local and seasonal foods. HE.4.1 Calculate expansion and contraction of volumes of foods. KTE.4.1-4 Kitchen Tools and Equipment	Cooking Lesson: Demonstrate proper and safe use of a manual pasta machine. Then have students prepare Homemade Semolina Pasta , <i>Emerils.com</i> , while you heat the Best Basic Red Sauce (made in Lesson #8: Basic Red Sauce). Have students measure volume of pasta before and after cooking, and discuss why it expanded. As students enjoy pasta with Basic Red Sauce, discuss how this dish could be varied in different seasons to reflect local, seasonal produce.	PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community.	As you enjoy pasta and red sauce, trace each ingredient back to its source in the school garden or on a farm.	Classroom: Read <i>Strega Nona</i> by Tomie dePaola.	CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	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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10. Latkes 	Food Preparation (FP) Recipe Concepts (RC)	FP.4.3 Demonstrate ability to make simple recipes inspired by world cultures. RC.4.1 Relate the parts of recipe. RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence. KTE.4.1-4 Kitchen Tools and Equipment	Cooking Lesson: Introduce the significance of Latkes in Jewish culture. Review proper use of a peeler, box grater, and other relevant tools. Have students peel and coarsely grate potatoes for Latkes, There's a Chef in My World! Save and freeze scraps for stock. Have students grate onion and prepare egg mixture. Add potatoes and then cook for students. While latkes are cooking, have students put out sour cream and applesauce with serving spoons and plates. Then serve and enjoy together.	CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.	Use potatoes and onions from the garden.	Classroom: Read <i>Latkes, Latkes Good to Eat</i> by Naomi Howland to understand the relevance of latkes in Chanukah traditions.	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	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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11. Making Vegetable Stock 	Home Economics (HE)	<p>HE.4.2 Understand multiple uses of vegetable scraps and strategies to reduce waste.</p> <p>GF.4.2 Understand that nutrients in soil and plants are assimilated into the body.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Introduce the idea of making stock from food scraps and discuss the benefits (reducing food waste; nutrient-rich; etc). Then have students make Vegetable Stock, Emerils.com using vegetable scraps collected and frozen in earlier lessons. Trace nutrients in stock back to plants and soil. Freeze stock for later use.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	As stock is cooking, have students compare putting vegetable scraps in compost to putting them in stock and discuss where the nutrients go in each scenario.	<p>Community: Use local resources to research the benefits of bone broth.</p>	<p>NGSS.4.PS3.B Conservation of Energy and Energy Transfer.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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12. Pasta and Swiss Chard in Broth with Meatballs 	Food Preparation (FP) Recipe Concepts (RC) Health Concepts (HC)	<p>FP.4.1. Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>FP.4.3 Demonstrate ability to make simple recipes inspired by world cultures.</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>HC.4.3 Describe fruits and vegetables in relation to the food groups.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Demonstrate safe handling of raw meats, including which cutting boards to use for meat. Discuss why this is so important. Have students make meatballs for Pasta and Swiss Chard in Broth with Meatballs, Emerils.com, while you bring the vegetable broth they made in Lesson #11: Making Vegetable Stock to a simmer. Add in meatballs and cook while students chop Swiss chard, grate cheese, and break noodles into pieces. Have students discuss what food groups are represented in the soup and how each supports their overall health. Ladle and enjoy.</p>	<p>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.</p>	Use Swiss chard or other leafy greens from the garden. Add in other produce growing in the garden. Garnish with herbs growing in the garden. Bring compost out to the garden.	<p>Community: Interview local chefs about their favorite meat preparation techniques.</p>	<p>NGSS.4.PS3.B Conservation of Energy and Energy Transfer.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

GRADE 4 | 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 Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Strawberry Jam 	Health Concepts (HC)	<p>HC.4.1 Create a calendar of seasonal menus that reflect local and seasonal foods.</p> <p>FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>KTE.4.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review paring knife safety. Have students prepare Strawberry Jam, Emerils.com. While jam is cooking, assign each team a season and a meal (i.e. spring lunch) and challenge them to create a menu that reflects local and seasonal foods for that time. Collect these together to create a year-round local eating guide. Have students write an introduction explaining the benefits of incorporating local, seasonal foods into their diets. Follow the USDA's Complete Guide to Home Canning to preserve jam safely.</p>	PLS.6 Students actively seek creative and resourceful solutions.	Use strawberries from the garden. Bring compost out to the garden.	<p>Classroom: Read <i>From Strawberry to Jam</i> by Lisa Owings. Then create your own version of a "How to" Guide based on your own recipe.</p> <p>Community: Interview local restaurants on how their menu changes through the seasons.</p>	<p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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14. Blueberry French Toast 	Food Preparation (FP) Health Concepts (HC)	<p>FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables.</p> <p>HC.4.2 Understand that nutrients in soil and plants are assimilated into the body.</p> <p>RC.4.2. Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>KTE.4.1 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Provide students with recipe and have them identify and gather necessary tools and ingredients to prepare Ooey Goey Blueberry “French Toast”, <i>There’s a Chef in My Family!</i>. Place the French toast in the oven for them, review stove safety, and then help students prepare the blueberry sauce while the French toast is cooking. Discuss where the blueberries were grown, what nutrients they contain, and what those particular nutrients do for our body.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	Use blueberries from the garden. Garnish with edible flowers growing in the garden. Bring compost out to the garden. If time allows, have students measure the baking sheets and calculate area and volume to reinforce measurement work they are doing in the garden.	<p>Classroom: Read <i>Blueberries for Sal</i> by Robert McCloskey, a story written in 1948 about picking blueberries in Maine.</p>	<p>NGSS.4.PS3.B Conservation of Energy and Energy Transfer.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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15. Berries Three Ways	Health Concepts (HC)	<p>HC.4.3 Describe fruits and vegetables in relation to the food groups.</p> <p>HC.4.4 Identify where fruits and vegetables are sourced locally.</p> <p>HC.4.5 Compare and contrast fresh, canned, and frozen fruits and vegetables.</p>	<p>Cooking Concept Lesson: Engage students by harvesting berries together. Explore what food group they belong in. Conduct a comparative tasting between fresh berries, homemade jam made in Lesson #13: Strawberry Jam, and highly-processed store-bought jam. Explain how to look at the nutrition label and compare ingredients to those you used in your jam. Have students elaborate by comparing labels in their journals.</p>	PLS.5 Students develop the ability to make informed and responsible decisions.	Harvest and use berries from the garden. Bring compost to the garden.	<p>BAM! Box: In preparation for Lesson #16: Food Groups in Food Purchases, work with a caregiver to list all of the family's food purchases for a week.</p>	<p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>
16. Food Groups in Food Purchases	Health Concepts (HC)	<p>HC.4.6 Collect and display data from weekly food purchases for family or community.</p>	<p>Cooking Concept Lesson: Have each student track his/her family's food purchases for a week. Then explore the results together, categorizing what was bought into the different food groups: Grains, Protein, Fruits, Vegetables, and Dairy.</p>	PLS.5 Students develop the ability to make informed and responsible decisions.	In the garden, look to see if there is anything families buy that they could be growing in this region. Dedicate a space in the garden where students and/or families can grow produce to take home.	<p>Classroom: Read selections from <i>What the World Eats</i> by Faith D'Aluisio and Peter Menzel. Compare and contrast what a week's worth of groceries looks like around the world.</p>	<p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>

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17. Researching Morocco	Food Preparation (FP)	FP.4.4 Explain cultural and historical significance of preservation methods.	Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore Morocco, locating it on a map, and researching different aspects of life in Morocco, including celebrations, customs, and the like. Explain that every culture around the world has preserved foods. In cold climates, they froze foods; in warmer climates, such as that in Morocco, they dehydrated food. Have them elaborate by preparing to present on their country in the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	If relevant, visit the Herbs of the World bed planted in Grade 2 Lesson #13: Planting Herbs of the World to harvest and add any common herbs from Morocco or other parts of Africa.	Community: Ask students if they have family members from Morocco or other countries in Africa. If so, invite them in to share a favorite recipe from the region.	Social Studies: Geography. Social Studies: Cultural Traditions. CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	

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18. Moroccan Couscous 	Food Preparation (FP) Health Concepts (HC)	FP.4.1 Demonstrate knowledge of how to wash and store fruits and vegetables. HC.4.2 Understand that nutrients in soil and plants are assimilated into the body. RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence. KTE.4.1-4 Kitchen Tools and Equipment	Cooking Lesson: Harvest vegetables that are good raw, such as carrots and radishes, with students. As students harvest, thank the plants and soil for the nutrients they provide us. Then have students prepare Moroccan Couscous, <i>There's a Chef in My World!</i> , and incorporate fruit this class dehydrated earlier in the year for the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	Use vegetables that are good raw, such as carrots and radishes from the garden. Bring compost out to the garden.	Community: Ask students if they have family members from Morocco or other countries in Africa. If so, invite them in to share a favorite recipe from the region.	Social Studies: Geography. Social Studies: Diversity and Culture.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Elementary School Feast Around the World!