



Lesson 1: Six Yummy Plant Parts

Lesson Objectives

Students will . . .

- Try (with at least one of four senses) a fruit or vegetable in the classroom.
- Try a new fruit or vegetable at home or the cafeteria after this lesson with at least one of four senses.

Lesson Overview

There are four activities for Lesson 1.

1. **Introduction to Growing Healthy Kids** (5 minutes)
Students will share their ideas about where vegetables and fruits come from, and their experiences trying/growing vegetables and fruits from/in a garden.
2. **GHK Food Adventurer Adjectives** (20 minutes)
Students will try vegetables and fruits with at least one of their senses, and will report their experience using adjectives.
3. **Plant Parts We Eat** (5 minutes)
Students will learn about the different plant parts that we eat by going over the Plant Part Poster.
4. **Garden Options:** (20 minutes)
Students will start a mural or an indoor (aerolight or container) or outdoor garden where they will grow fruits and/or vegetables. **Choose Activity 4A or 4B**

What you will need

General Materials and Supplies

- Food Adventurer Mission Logs (one per student). Students will use these to report FA missions throughout the class.
- Pocket folders (optional, one per student) to collect additional student materials.
- Basic Educator Kit - Class/Garden/Food Prep (Appendix C)
- Food Adventurer Definition (Appendix A)
- Fruit and Vegetable Flashcards (Appendix L)

Activity 1, Introduction to GHK

- No materials are needed for this activity.

Activity 2, GHK Food Adventurer Adjectives

- Flipchart, or blank piece of paper and document camera. Use to record adjectives from class. Save list for use in future lessons.

- Food Adventurer Adjectives worksheet (Appendix H; pages 3 – 6 of Mission Log)
- Food Adventurer stickers (Appendix I, one per student) or Food Adventurer Stamps (OSU educators can order these from campus).
- Fresh, frozen, canned and/or dried fruit and vegetable samples, children will try three or four different samples. If you expect to be limited by time, three samples will suffice. Preserved options that have worked well include frozen peas, canned pears and sundried tomatoes. Incorporate garden-fresh produce into activity, if it is available at the education site.
- Paper products (three or four small paper cups per student, teacher, and nutrition educator). Divide food samples into cups, so that they can be easily distributed to students. OR use one paper plate per participant and place all food samples on plate. (Have students wash hands before tasting starts).
- Plastic forks (one per student) for tasting canned foods.
- Access to soap, sink, and paper towels to wash hands, and hand washing technique sheet (Appendix B)

Activity 3, Plant Parts We Eat

- Plant Part Poster (Appendix D). OSU educators can order full-sized poster from campus.

Activity 4A, Mural Garden Option – Creating the background

- Flip chart and easel, or chalkboard to collect and vote on garden names
- Butcher paper for garden mural or 11x17 construction paper (for individual murals)
- Painters' tape to secure edges of garden mural to the floor
- Tape or other adhesive for hanging mural on a wall
- Art supplies and clip art (Appendix M) for adding elements to the garden mural

Activity 4B, Indoor or Outdoor Garden Options

- Flipchart and easel or document camera and blank piece of paper, to write list of garden rules.
- Flipchart and easel or letter sized paper, to write list of seeds.
- Seeds of fruits and/or vegetables that will grow well in an indoor or outdoor garden (For suggestions of suitable seeds, refer to Miller et al. 2011. *An Educator's Guide to Vegetable Gardening* (Appendix J). For information and varietal recommendations for container gardeners, please refer to *Growing Plants in Containers* by Chip Bubl, Oregon State University Department of Horticulture (Appendix K)
- GHK flash cards of vegetables and fruits whose seeds are planted (Appendix L)
- Basic Educator kit (Appendix C)
- Garden Journal Pages (Appendix F; page 2 of Mission Log)
- Access to soap, sink, and paper towels to wash hands.

Take Home Materials

- Current Food Hero Monthly (available on-line at <https://www.foodhero.org/>)

Supplementary Materials (as needed)

- Crayons, storybook, journal (Appendix F) and/or coloring sheet (Appendix G).

Preparation

Activity 1, Introduction to GHK

- No activity-specific preparation is needed.

Activity 2, GHK Food Adventurer Adjectives

- Prepare Food Adventurer Mission Logs (check that you have one per student)
- Set up flip chart, arrange for space on chalkboard, or arrange for use of a document camera to compile and display the list of Food Adventurer adjectives. Save the list with the Food Adventurer adjectives for subsequent lessons.
- Gather fruit and vegetable samples for the activity. Master Gardener volunteers may be able to provide fresh fruit and vegetable samples from the garden. Preserved fruit and vegetable samples must be purchased. Choose healthy options, with little to no added sugar, for these samples.
- Using safe food handling techniques, prepare and set aside some of the samples for tasting. The other samples will be passed around so that children can try them with their senses of sight, touch, smell and taste.
- Check on access to water/soap/hand sanitizer for hand washing

Activity 3, Plant Parts We Eat

- Hang Plant Part Poster in classroom.

Activity 4A, Mural Garden Option – Creating the background

- Set up flip chart, arrange for space on chalkboard or arrange for use of document camera to record, display and vote on choices for a mural garden name.
- Roll out butcher block paper on the floor. Tape the edges to the floor.
- Arrange for wall space to hang the garden mural in a location that is visible and accessible for future mural activities.

Activity 4B, Indoor or Outdoor Garden Options

- Set up flip chart, or arrange for use of overhead projector or document camera to write down rules for the indoor and outdoor garden, and to list seeds planted. Save these for subsequent lessons.
- If you will be using an indoor garden with a grow light, check to make sure that the light bank is set up and working. If you will be using an indoor/container garden without a light bank, make sure that space is set aside, near a south- or west-facing window, where students grow and tend their garden plants.
- Garden Journal page (page 2 of Mission Log), clipboard (optional), pencils
- Gather garden tools.
- GHK Garden Sign (laminates for outdoor gardens)

Supplementary Activities (as needed)

- Talk to the Classroom Teacher about Lesson 1 supplementary activity options that are listed at the end of this lesson.

Teaching outline

Activity 1: Introduction to Growing Healthy Kids

Introduce the Growing Healthy Kids program.

Hello! For the next few weeks, we're going to learn about healthy foods that can be grown in a garden. This program is called Growing Healthy Kids.

Introduce yourself.

My name is _____, and I work for Oregon State University as an Extension Nutrition Educator. I love to teach kids and their families about healthy and yummy foods. I am going to share my favorite fruit or vegetable. I love _____.

If present, invite other team members to introduce themselves, and to share their favorite fruit or vegetable. Invite students to share with a partner or a small group of students at their table.

Now, it's your turn. I want you to share the name of your favorite fruit or vegetable with a partner (or those at your table).

After students have shared with one another, call on a few students to share their answers with the entire class. You may also want to invite the Classroom Teacher to share.

Raise your hand if you enjoy eating fruits. Raise your hand if you enjoy eating vegetables.

Allow students to react.

Why do you eat fruits? Why do you eat vegetables? Allow students to answer. Responses may include: *because they keep you healthy, they protect our bodies from sickness, they taste good.*

Where do we get vegetables and fruits? Allow students to answer. Some answers may include *the grocery store, the ground, from our dad or mom cooking, from farms and gardens.*

We will be learning about vegetables and fruits that can grow in a garden. Stand up if you have seen a garden. Call on students who have stood up. *Can you name some things that grow in a garden?* Allow students to answer.

Explain that not only flowers grow in a garden. Many of the vegetables and fruits that we eat fresh, or as an ingredient in a healthy recipe, can also be grown in a garden. Continue to ask a series of questions, to start discussion and to better understand their experience with gardening. Sample questions are listed below.

- *Do we have a garden at school?*
- *Do you have a garden at home or in your neighborhood?*
- *Have you eaten vegetables from the garden?*
- *Have you grown your own vegetables in a garden?* Allow time for discussion.

Activity 2: GHK Food Adventurer Adjectives

Introduce the idea of the Food Adventurer. Pass out Food Adventurer Mission Logs.

A yummy way to stay healthy is to fill half your plate with fruits and veggies. We all have favorite vegetables and fruits that we love to taste and to eat. There may also be vegetables and fruits that we don't like or that we haven't tasted before. Together we're going to be Food Adventurers. Does anyone know what an Adventurer is? What does an Adventurer do?

Allow students to answer. Responses may include: someone who likes to try new things, someone who does something they haven't done before, someone who is brave. Ask the cooperating Classroom Teacher for any examples of Adventurers that the class has learned about, and relate these to the topic of Food Adventurers.

A Food Adventurer tastes new foods. These include vegetables and fruits that are part of a healthy diet. We are going to try these foods with four of our five senses: our eyes (sense of sight), our nose (sense of smell), our hands (sense of touch), and our mouths (sense of taste). Which of our five senses are we not using to try our foods? Hold up the Food Hero Adjective Definition and direct students to the first page of their Mission Logs (Appendix A; page 1 of GHK Mission Logs).

Before we taste our foods, we must first wash our hands. It is important to wash our hands before we prepare, handle or eat foods. Clean hands help to keep us from getting sick. There are some things you can do to help keep yourself, and your family and friends safe from harmful germs.

- *Cough into your shoulder, not your hands. (Demonstrate)*
- *Don't share your drinks, gum or food with your family or friends.*
- *Don't double dip when tasting or eating food also served to others. Use a clean spoon for each taste, not your finger.*
- *Wash your hands before you prepare or eat food, after you go to the bathroom or take out the garbage, touching hair, face, or body/clothes; after handling food that will be cooked before eating.* Ask students for examples: sneezing or coughing, or eating.

Have students wash their hands with the High-Speed Hand Washing technique (Appendix B). Explain and show pictures from publication *Stop Germs: Wash Your Hands* (included with Appendix B). Then mime or demo how to wash hands.

Washing hands properly takes about a minute. Having the whole class wash their hands one at a time can take a long time, but there is a trick that we can use to make this whole process take only 5 minutes for the whole class!

After students have washed their hands, they will participate in a sensory evaluation of vegetables and fruits that may be new to them.

When you are choosing vegetables and fruits for this activity, look for samples that appeal to a multiple senses. Also look for vegetables and fruits that students may not have tried in the past,

but that they are likely to enjoy. Remember that all forms count: fresh, frozen, canned and dried vegetables and fruits. In addition, 100% vegetable or fruit juice also count towards students' daily vegetable and fruit intake. If the students tend a garden where you are teaching, incorporate their garden grown vegetables and fruits into this activity. Examples of preserved vegetables and fruits that have been used successfully with this activity include: sundried tomatoes, canned pears, frozen peas. When using these forms, you can discuss how there are different ways to preserve food.

Pass out the paper cups filled with the food samples they will be evaluating with their senses of sight, touch, and smell. Keep separate the set of food samples that you prepared for tasting. Make sure to tell the students not to taste the foods that you have passed out.

Each of you will be offered a chance to taste the foods. Please be patient about tasting the foods. We will do this as a class, after we have described how the foods look, feel and smell.

Ask students to turn to the Food Adventurer Adjective pages of their Mission Logs (Appendix H; pages 3 – 6 of Mission Logs). Students will use adjectives to describe the foods that they sample and will write these words in the appropriate columns on the worksheet. Students also have the option of drawing their descriptions.

We can try a new food with our eyes. Look closely at your food. What do you see? What color do you see? What shape do you see? Have you seen this fruit or vegetable before, or is it new to you?

Use a flip chart or board to list any adjectives given in reply to your questions. Younger students may need help thinking of adjectives. For these students, you can have them draw an image or use colors to illustrate different adjectives. As much as possible, encourage children to use descriptive adjectives, and steer them away from subjective adjectives. Subjective adjectives are based on personal opinions. Examples are: good, bad, nasty, delicious, disgusting. Descriptive adjectives are more objective. Examples are: cold, fuzzy, smooth, sweet, orange, bitter, sour, round, hard, soft. In this way, children are encouraged to more objectively experience the samples.

We're going to use adjectives to describe what we see. Adjectives are words that describe things. For example, if I say 'green grape', I'm using the word 'green' to describe the grape. 'green' is an adjective. I could also say 'green apple', or 'green lettuce' to describe the color of an apple or the color of lettuce.

Allow students time to examine their fruit or vegetable with their eyes, and to describe their observations on their worksheet. Depending on age and grade level, students can draw and use color to represent their observations. Ask students to share their observations with their partner or group, before calling on a few students to share their observations with the entire class. Add any new observations to the list of adjectives on the board or flip chart.

A Food Adventurer can also try a new food with their nose. Hold your fruit or vegetable close to your nose. Can you smell it? Does the smell remind you of another food?

Allow students time to examine their fruit or vegetable with their sense of smell, and to describe their food on their worksheet. Once again, students can write a word or draw an image that represents their experience. Examples of adjectives that can be used to describe **smells include: sweet, fruity, woody, fresh, earthy, and strong.** If students have trouble thinking of a descriptive word, you can ask them to close their eyes, smell their food, and to say the first word that comes to mind. As new adjectives are used, add to the list of adjectives on the board or on a flip chart.

A Food Adventurer can also try a new food by touch. Hold your fruit (or vegetable) in your hands. Is it soft or firm? Does it feel smooth, bumpy or fuzzy?

Allow the students to examine their fruit or vegetable with their sense of touch. Examples of adjectives that can be used to describe how the foods **feel include: cold, soft, smooth, bumpy, fuzzy, mushy.** Students record their sensations on their worksheet, using images and/or words. Continue collecting adjectives to describe sensations.

Repeat this activity for the other food samples. Allow children to experience the samples with their senses of sight, touch and smell. After children have finished evaluating samples with these senses, you can invite them to taste the samples that you have reserved for this purpose.

If you would like, you are welcome to taste the vegetables and fruits.

Tasting is optional. The choice to taste a sample should be left up to each student.

How does your food taste? Is it sweet or sour? Does it taste salty or bitter? Does it taste like something else you have eaten? What do you think of the taste? Do you like the taste? Have you tasted this food before?

Allow students who would like to taste their fruit or vegetable the time to do so, and to record their experience on the worksheet, using drawings or adjectives.

Great job, Food Adventurers! We tasted a variety of fruits and veggies. We tried (canned, dried, frozen, fresh) vegetables and fruits. At meals, we should try to fill half of our plate with vegetables and fruits, and all forms count!

Any time you explore a new fruit or vegetable, using your eyes to look, your hands to touch, your noses to smell and your mouths to taste, you're being a Food Adventurer. In the Growing Healthy Kids classes, we'll learn about vegetables and fruits that can be grown in a garden.

Some of these foods will be new to you.

List each food used in today's activity, and ask students to raise their hands if it was a new food for them.

Some of these foods will be ones you really like.

List each food, and ask students to raise their hands if they liked the food.

Some will be ones that you may not have liked in the past.

List each food, and ask students to raise their hands if they liked it today, even if they have not liked it in the past.

Pass out GHK Food Adventurer stickers or use hand stamps. Students can put these in their Mission Log pages, or wear on their clothing.

Tell everyone that you're a Food Adventurer! You tried a new food - with your eyes, your nose, your hands or your mouth - as part of your Food Adventurer mission. If someone asks you why you are wearing a Food Adventurer sticker, what will you say? If someone asks you what a Food Adventurer is, what will you say?

Allow students to answer, encouraging them to share their Food Adventurer experience with their peers and their family.

Great job, Food Adventurers!

Activity 3: Plant Parts We Eat

Today, we're going to learn about the different plant parts we eat. Many of these yummy plant parts can be grown in a garden. We can grow grains (such as wheat) or proteins (such as beans) in a garden. Most people grow vegetables and fruits in their garden.

When we grow fruits and vegetables in a garden, we mostly eat only one part of the plant. For example, lettuce leaves are yummy and crunchy, but we don't eat lettuce roots. Apples are the tasty fruits of an apple tree, but we don't eat apple leaves off the tree.

Today, we are going to learn more about the six plant parts. Each can be added to a healthy meal or snack. Let's name the six parts of the plant.

Point to the plant part poster. Review the plant parts using GHK appropriate flash cards (Appendix L) appropriate for each plant part (carrots for roots, broccoli for flower, etc.)

Then explain that you have a fun way to help everyone remember the six plant parts. Point at the Plant Part Poster and demonstrate motions for each plant part, asking students to mimic you.

- **Roots** Wiggle your feet.
- **Stem** Move hand the length of the body to show skeleton
- **Leaves** Shake your hands out to the side.
- **Flower** Raise your arms above your head and point to hair
- **Fruit** Point to face
- **Seeds** Point to eyes

Activity 4A: Mural Garden Option - Creating the background

Here are some tips for having the time to complete the mural background:

- Create a background that doesn't have too many details. Not only will this save time, but it will also save space for the addition of garden features in future lessons.
- Prepare portions of the background ahead of time such as cutting out clipart (sample clipart – Appendix M) and having students glue it on as their mural contribution.
- Have the Classroom Teacher finish the Lesson 1 mural activity with the class after the Nutrition Educator leaves and before the next lesson.

The mural garden can be created by drawing and coloring, using a collage technique, or a combination of both. GHK lessons includes options for murals.

If possible, get permission from the educational site administrator to hang the mural on a wall throughout the Growing Healthy Kids series of classes. Consider getting permission to hang the mural in a public hallway during or after the GHK classes. Displaying the mural throughout and after the GHK classes will reinforce curricular objectives. If approval is granted for the long-term display of the mural, tell students that all kids and adults at the site will be able to see their garden growing! Or, if possible, hang the mural in the room where the series is taught.

Draw students' attention to the blank piece of butcher paper you have rolled out on the floor. Use painters' tape to secure the edges of the paper to the floor, as needed. This will prevent the ends from rolling up, and will lower the chances of someone tripping over the mural. Tell students to be careful not to step on the mural.

Point to the mural with basic background elements (school or other educational site such as Boys and Girls Club, soil landscape)

We're going to start building a garden mural. A mural is a large image that is displayed on a wall. Our mural will be our very own classroom garden. We will work on it together and everyone will help. Together, we will help our classroom garden grow. We will add garden plants that you can eat, like vegetables and fruits. We will add sun, soil, water, insects, and all of the things that we want in our garden. Right now there's nothing on our mural. By the end of Growing Healthy Kids we will have a beautiful garden, full of healthy vegetables and fruits. We will be Food Adventurers, and we will try the vegetables and fruits that we grow.

Today, we're going to start by adding a name and healthy message to our garden. We will also add ourselves, garden tools, seeds and the sun. Later, we'll help and watch our plants grow.

Lead the class in naming the garden and deciding on a healthy message. This should be decided by the group. However, in case the children are too shy to suggest names, the Educator may come up with ideas on which the group can vote (e.g. Very Veggie Garden, Fun and Fruitful Garden, Active Kids Garden, Healthy Eating Garden, Rainbow of Foods Garden, GHK Garden). The healthy message must be consistent with the most current US Dietary Guidelines. Use a flip chart or chalkboard for this activity.

Divide the students into teams. Have one team add the sun (wait to draw any clouds as that will occur in a future lesson). Have another team add the garden soil. Overlaying brown butcher block paper and stapling it to the white mural paper is one way to add the soil. Have another team add the school or educational site where GHK is being taught. Additional teams can add the grass and trees, a playground surrounding the garden and/or a garden shed.

To encourage students to work together, rather than vying for the same spot on the garden mural, you may want to divide up the butcher block paper into sections. Assign each team a defined section of the mural. This is the space in which they can work.

Now that you have your team task, I would like for us all to work together to create the place where we will plant our garden. Distribute the art materials.

Once students are finished, close by saying, *We are going to build the mural each day we are together. In the next lesson, we are going to add roots of the plant.*

Activity 4B: Indoor or Outdoor Garden Options

Rules for the Indoor and Outdoor Garden: This week, rules should be set for working in the indoor or outdoor garden that will be used in all lessons. Ask students what the classroom rules are. Explain rules for the garden. These rules might be new for many of the students.

Rules that you may want to adhere to in the garden include:

- **Plants:** Handle plants gently. Pick leaves, fruit or other plant parts only if the teacher gives permission. Wash hands and vegetables or fruit before tasting.
- **Garden:** Be careful not to step on plants or tools in the garden.
- **Tools:** Handle tools carefully. Never raise tools above the height of your belly button. Never leave your tools lying on the ground, where others might accidentally step on the tool and hurt themselves.
- **Wildlife:** If you find insects or other animals in the garden, let an adult know. Some insects are safe to touch and pick up. Others may sting or bite. Let an adult who knows the difference teach you about the different insects in our garden.

Generate a list of garden rules on a flip chart. Display the list in the classroom. If time allows, invite the children to come up to the flip chart, and sign the list of rules. This helps to solidify the “official” status of the rules, and increases students’ compliance with them, since they helped to generate the list. You can refer to this list of garden rules in future classes.

If safety or car traffic are concerns, you may want to have students walk to and from the garden. Otherwise, you may want to encourage students to skip or jog or dance to and from the garden, to provide an opportunity for more vigorous physical activity.

Indoor or Outdoor Garden Options: Tell students they will be planting seeds today. Tell the students about the vegetables and/or fruits that will grow from these seeds. You can use the

GHK flash cards to illustrate the vegetables and/or fruits that you are growing. Tell the students that they will harvest and eat the food that they grow! To choose seeds for this activity, consult with a Master Gardener volunteer or refer to the Oregon State University Extension Publication [*An Educator's Guide to Vegetable Gardening*](#) (Appendix J) for a list of vegetables and/or fruits that will grow well in your area, from seed. If time allows, consider letting students vote on the list, to determine which seeds are planted in the garden.

If you are new to vegetable gardening, you may want to focus your efforts on foods that are fairly easy to grow, if given the proper care. These include radishes (root), peas (seed), leaf lettuce (leaf), carrots (root), spinach (leaf), bush beans (seed), nasturtiums (flower), summer squash (fruit), and hybrid varieties of tomatoes (fruit of the vegetable plant). Annual herbs, such as cilantro and basil (leaf and stem), are also fairly easy to grow.

In both the indoor and outdoor garden, use garden stakes to label the seeds that were planted. Wide popsicle sticks work well as garden stakes. Clip seed packets to popsicle sticks (using a binder clip or clothespin) for quick and easy stakes. Low cost plastic stakes may also be purchased at home and garden stores. Prepare some stakes that exclusively bear a healthy message and put a laminated GHK Sign (Appendix O) in the garden. In both the indoor and outdoor garden, have students place garden stakes where they planted their seeds, so that they can track the progress of their plant.

Keep in mind that not all seeds will germinate (sprout). Thus, it is better to overplant, and thin out the seedlings at a later date, than to under plant and have too few plants to work with for later lessons.

If you are using a light bank for the indoor garden, explain to the students that the lights will “stand in” for the sun, so that the seeds can germinate (sprout) and grow. As the seedlings grow taller, the light bank will have to be adjusted to a higher position.

Also, caution students not to play around the lights, because they may be hot (especially if the lights are incandescent and not fluorescent) or they may break.

Make a list of seed types that were planted on a piece of flip chart paper, or on letter-sized paper, if classroom wall space is limited. This paper should remain in the classroom, as it will be used throughout the GHK class series.

Clean up and put away any supplies or tools that were used. Have the students wash their hands thoroughly after they are done planting their seeds.

Closure

Thank you for a great class today. Remember, we can be Food Adventurers by trying new fruits and vegetables. Food Adventurers use our eyes to look, our hands to touch, our noses to smell and our mouths to taste. In our garden, we will grow foods that may be new to some of you. As Food Adventurers, we will watch the growth of our garden plants with our eyes. We will care for our garden plants with our hands. We will use our body's energy when we're active in the garden. Finally, we will harvest and try the vegetables and fruits that we get from our garden.

We can try these foods with our mouths, if we would like to taste them. But, we can also use our eyes, nose and hands! Point to your eyes, hands, nose and mouth as you speak.

*Food Adventurers - I have a mission for you to complete! The first part of your mission is to **FIND** a fruit or a vegetable that you have never tried before. It can be a fresh, dried, canned or frozen fruit or vegetable, because 'All Forms Count.' This mission can be completed in the cafeteria or at home. Find a fruit or vegetable that is new to you. Food Adventurers - do you accept this mission? If so, shout out YES!*

Allow students to answer.

*The second part of the mission is to **TRY** the new fruit or vegetable. Remember, you can try it with your eyes, your hands, your nose—and maybe even with your mouth. Try the food by looking, smelling, feeling, and tasting it if you like. Food Adventurers - do you accept this mission? If so, shout out YES!*

Allow students to answer.

Wonderful! I can't wait to hear how your missions went, the next time we meet. Make sure to share what you did today with your family, and suggest what fruit or veggie you might try before our next meeting.



Lesson 1: Six Yummy Plant Parts Supplementary activities

These activities are for the Classroom Teacher to do with the students before you return for the next lesson.

- **Supplementary Activity 1 - Storybook and Discussion, and Journal** - Read the storybook to children and then lead a discussion on key points that connect the book to GHK messages and activities. Sample discussion questions can be found below. Children then write or color about what they learned on a journal sheet. Journal sheets will be collected and compiled into a book after the final lesson.

Storybook Option: *Vicky's Vegetables*, by Diane Stango and Patricia McKissack.

- **Supplementary Activity 2 – Coloring Sheet** - Discuss Lesson 1 coloring sheet message and caricature drawing, and how it is connected to the messages and activities in Lesson 1. Allow children to color the sheet. Allow children to display their colored sheets on their desks/tables and invite them to walk around to see their classmates' artwork. Coloring sheets will be collected and compiled into a book after the final lesson.

Supplementary Storybook Activity: Sample Discussion Questions and Journal Sheet Ideas *Vicky's Vegetables*, by Diane Stango and Patricia McKissack

Discussion Questions

- *Did you know vegetables could grow from seeds?*
- *If you could plant a garden like Vicky did, what veggie seeds would you plant?*
- *What did Vicky do to help make her garden grow?* (dig dirt, plant seeds, water garden)
- *What did Vicky do to make dinner?* (pick veggies, wash veggies, cut veggies, cook veggies)
- *Did Vicky get any physical activity in the story?* (digging, planting, watering, picking)
- *Is Vicky a Food Adventurer? Why?*

Journal Sheet Idea

- *Draw some seeds you would like to plant in your vegetable garden. Write the name of the vegetable you would like to grow.*

These drawings can be enhanced by providing the students with sample seeds. If possible, choose a variety of seeds of different shapes, sizes and colors.