



GARDEN-BASED HEALTH & WELLNESS CURRICULUM

FOR 3RD – 5TH GRADE



Lesson #1

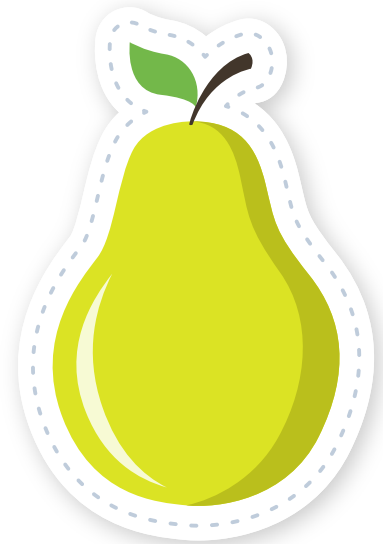


Lesson #1

fruits & nutrients

CONTENTS

Materials.....	1
Content Standards	2
Lesson.....	2
Recipe.....	4
Color Wheel	5
Activity Log.....	6
Food Log	7
List-Group-Label Steps.....	8



MATERIALS

- Color wheel spinner
- Markers/chart paper or whiteboard and markers for shared activity
- Lined paper for guided activity
- Drawing paper
- Crayons/markers/colored pencils for independent activity
- See recipe for ingredients
- Teacher materials:
 - » List-group-label steps sheet
 - » Student exercise/food log sheet master
 - » Student take-home recipe sheet

CONTENT STANDARDS

SCIENCE

- 5.1.1.g Share information, procedures, and results with peers and/or adults
- 5.1.1.h Provide feedback on scientific investigations
- 5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

MATH

MA 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.

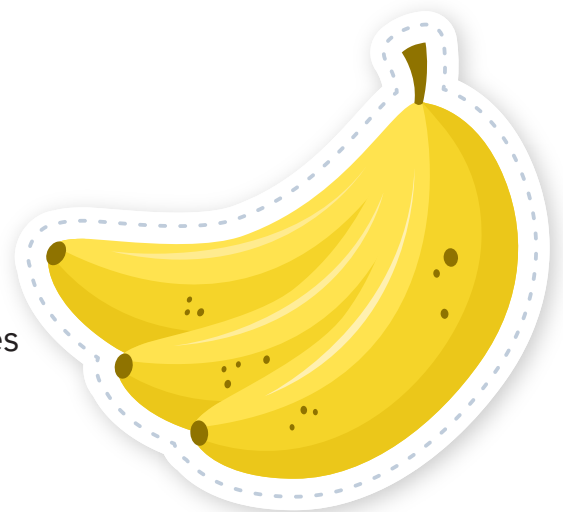
ELA

- 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LESSON

Objectives

- The students will categorize various fruits by color using list-group-label strategy
- The students will identify standard and non-standard measurements of serving sizes of fruits
- The students will use informational resources to compile nutrition facts for at least one fruit and present orally to peers using stand up/hand up/pair up cooperative structure



A+

- What healthy snacks or meals do you enjoy?
- What fraction of your plate should be fruits and vegetables? (answer: $\frac{1}{2}$)

Vocabulary

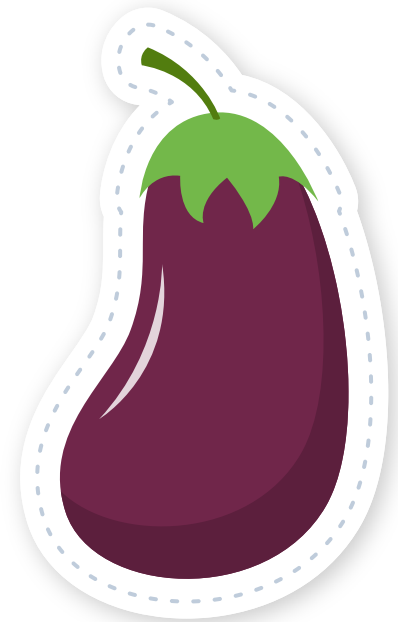
- Fruit – the product of a tree or other plant that contains seeds and can be eaten as food
- Nutrients – something plants/animals/people need to live/grow

Modeled

Teacher: fruits are the product of a tree or plant that contains the seeds. Different colors of fruits have different nutrients our bodies need to be healthy, including fiber, vitamins, minerals, and antioxidants. Some foods considered vegetables are actually fruits, such as tomatoes or avocados. We need about 5 servings of fruits/veg daily. A serving is equal to one cup of fresh fruit

The teacher will list non-standard ways to measure servings:

- Whole fruit= size of baseball
- Frozen/canned/prepared = two open handfuls
- Dried fruit = 1/4 c = size of egg



Shared

Color Wheel Activity: The students will spin color wheel, name a fruit they know of that color. The teacher will keep a running list of student responses. Optional: teacher creates color-coded list

Guided

The students will use list from shared activity to categorize groups of fruits/vegetables that go together, and determine a heading/label that justifies as a group

Independent

The students will each again spin the color wheel, and select one fruit of that color to research nutrients of and create fact sheet

Summary

Use stand up/hand up/pair up to share fact sheets created during independent time

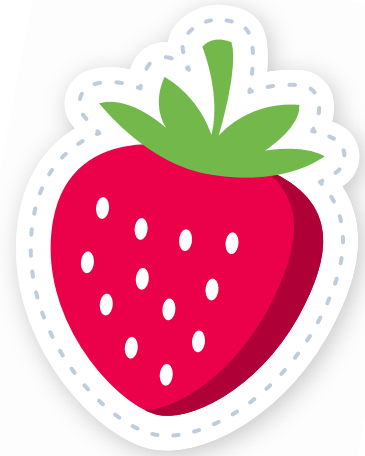
Home Challenge

Record your fitness and what you eat for 5 days

RAINBOW FRUIT SKEWERS

Ingredients

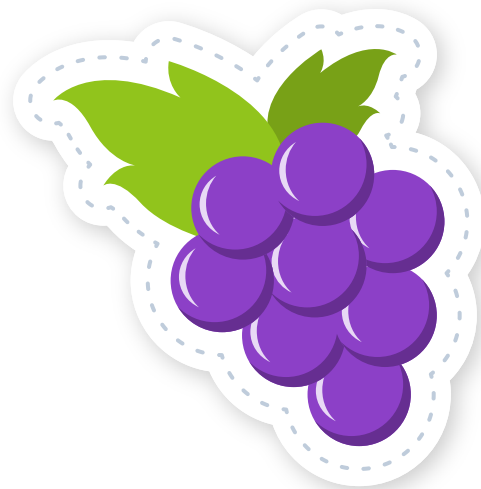
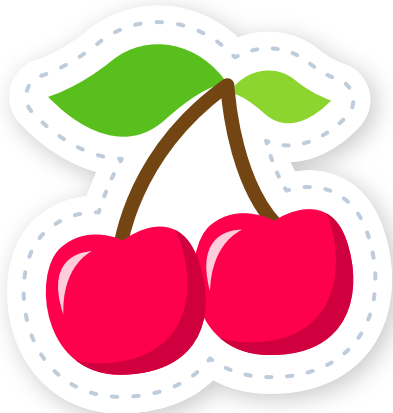
Kebob Skewers (1 Per Student)
Raspberries
Strawberries
Tangerines, Peeled
Mango, Chunked
Pineapple (Canned or Fresh, Prepared Easiest)
Kiwis, Peeled
Green and Red Grapes
Blueberries
Vanilla Yogurt, If Desired



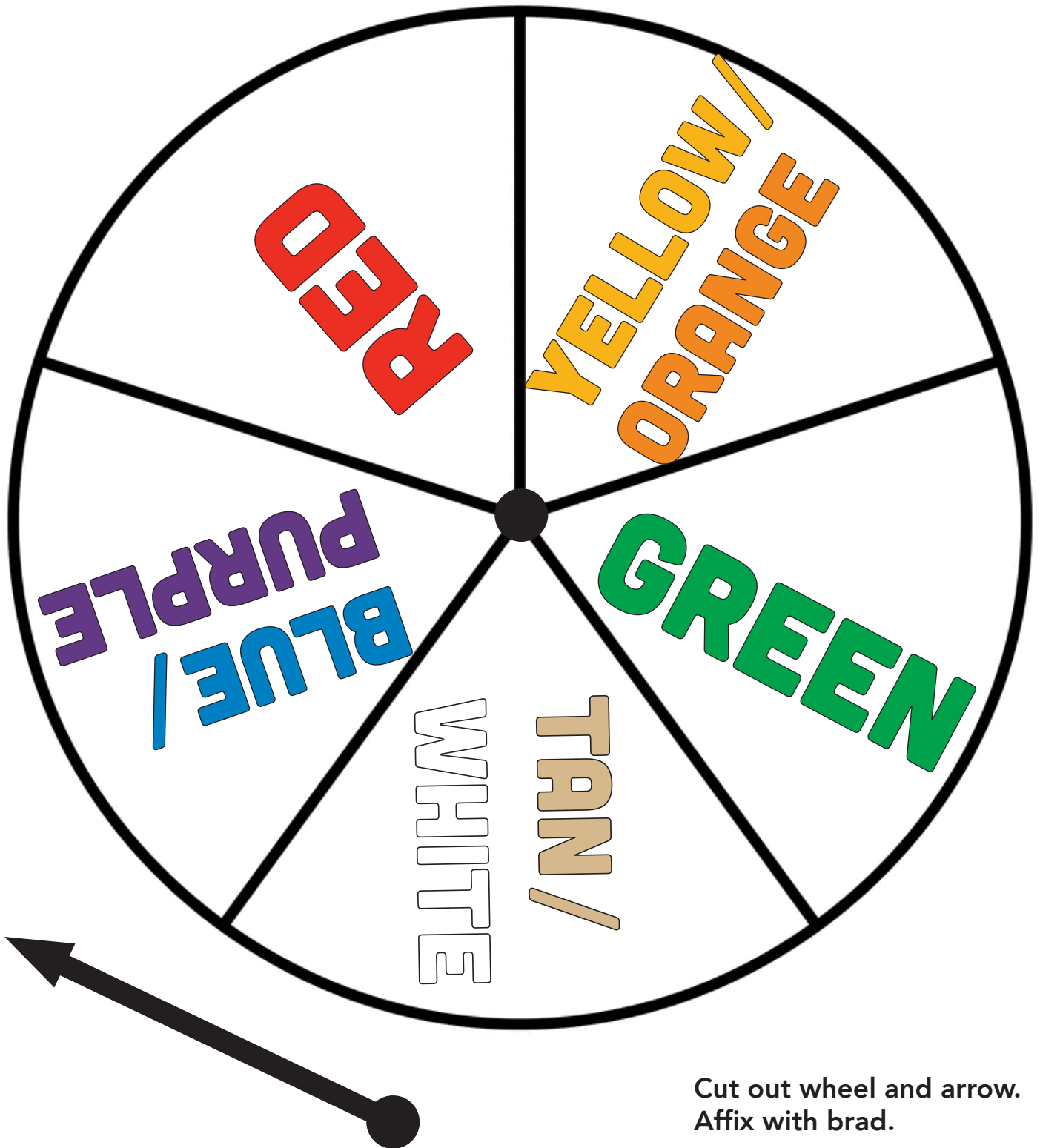
*Any Combination of Available Fruit Can Be Substituted

Instructions

Take 1 wooden skewer per student and thread the following fruit onto each: 1 raspberry, 1 hulled strawberry, 1 tangerine segment, 1 cube of peeled mango, 1 chunk of peeled pineapple, 1 chunk of peeled kiwi, 1 green and 1 red grape, and finish off with 2 blueberries. Arrange in a rainbow shape and let everyone help themselves. Serve with vanilla yogurt as a dip if desired.



COLOR WHEEL



Cut out wheel and arrow.
Affix with brad.

EXERCISE LOG

Name: _____

Daily Exercise Goal is 60 Minutes

	MORNING	DAYTIME	AFTERNOON	EVENING	SCREEN TIME	TOTAL
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

FOOD LOG

Name: _____

Daily Fruits/Vegetables Goal is= 5 1-cup servings

	MORNING	DAYTIME	AFTERNOON	EVENING	SCREEN TIME	TOTAL
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

LIST-GROUP-LABEL STEPS

List-Group-Label Semantic Mapping Strategy

List-group-label is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts.

Why use list-group-label?

- It helps students organize their understanding of specific vocabulary and concepts.
- It builds on students' prior knowledge about a topic.
- It actively engages students in learning new vocabulary and content by activating their critical thinking skills.
- It teaches categorizing and labeling skills.



How to use list-group-label

1. Select a main concept. In this activity it is "fruit."
2. List: Have students brainstorm all the words they think relate to the topic.
 - Visually display student responses.
 - At this point do not critique student responses. Some words may not reflect the main concept, but hopefully students will realize this as they begin grouping the words in the next step.
3. Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them.
4. Label: Invite students to suggest a title or label for the groups of words they have formed. These labels should relate to their reasoning for the grouping.

Source: http://www.readingrockets.org/strategies/list_group_label

ABOUT THIS RESOURCE

This Garden-Based Health and Wellness curriculum and video series was funded by a grant from the Futuro Latino Fund, a grant program of the Omaha Community Foundation. Curriculum was designed by Octavia Butler, Gomez Heritage Elementary School. Accompanying videos created by Torchwerks. Graphics courtesy of freepik.com. Special thanks to Albert Varas, City Sprouts Board President, for his leadership on this project. For additional information, contact City Sprouts at info@omahasprouts.org.

This curriculum and accompanying videos are available at omahasprouts.org/learn.

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