

# Content Standards Addressed in *Grow, Eat, Thrive-Growing Gardens for Health:*

## Grades K-1

Lesson	National Standards	Colorado Standards
Introduction- Sowing the Seeds of Health	<p><b>Health:</b> 1) Comprehend concepts of health promotion &amp; disease prevention. <b>Science:</b> <b>A)</b> Science as Inquiry; <b>C)</b> Life Science - C1 – Characteristics of Organisms; C2 – Life Cycles of Organisms. <b>Math: (Optional)</b> 4) Measurement - Understand measurable attributes of objects &amp; the units, systems &amp; processes of measurement; Apply appropriate techniques, tools &amp; formulas to determine measurements.</p>	<p><b>Science:</b> 1) Understand processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations; (1c- use data based on observations) 3) Understand the characteristics &amp; structure of living things, the processes of life &amp; how living things interact with each other &amp; their environment. <b>Reading and Writing (Observation Journals):</b> 2) Write and speak for a variety of purposes and audiences; 4) Apply thinking skills to reading, writing, speaking, listening, and viewing. <b>Math: (Optional)</b> 3) Use data collection and analysis, statistics, and probability in problem solving situations and communicate the reasoning and processes used in solving these problems; 5) Use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</p>
Lesson 1- Rainbow of Fruits and Vegetables	<p><b>Health:</b> 1) Comprehend concepts of health promotion &amp; disease prevention. <b>Science:</b> <b>A)</b> Science as Inquiry (using predictions of taste and texture); <b>F)</b> Science in Personal and Social perspectives- <b>F1</b> Personal Health.</p>	<p><b>Reading and Writing:</b> 2) Write and Speak for a variety of purposes and audiences. <b>Science:</b> 1) Understand processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations (1c- use data based on observations- use senses to make observations ) <b>Visual Arts:</b> 1) Recognize &amp; use the visual arts as a form of communication.</p>

<p>Lesson 2- An Alphabet of Color</p>	<p><b>Language Arts:</b>  <b>4)</b> Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and purposes;  <b>5)</b> Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for different purposes;  <b>6)</b> Apply knowledge of language structure, language conventions to create, critique, and discuss print and non-print texts.</p>	<p><b>Reading and Writing:</b>  <b>2)</b> Write and Speak for a variety of purposes and audiences.  <b>3)</b> Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.  <b>Visual Arts:</b>  <b>1)</b> Recognize &amp; use the visual arts as a form of communication.</p>
<p>Lesson 3- Tracking the Rainbow</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks;  <b>6)</b> Demonstrate the ability to use goal-setting &amp; decision-making skills to enhance health.  <b>Language Arts:</b>  <b>1)</b> Students read a wide range of print and non-print texts to build an understanding of texts;  <b>3)</b> Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.  <b>Math:</b>  <b>5)</b> Data Analysis/Probability - Formulate questions that can be addressed with data &amp; collect, organize &amp; display relevant data to answer them.  <b>Science:</b>  <b>F)</b> Science in personal and social perspectives- <b>F1</b> Personal Health.</p>	<p><b>Reading and Writing:</b>  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening, and viewing. (Recall and information gathering from read aloud)  <b>Math:</b>  <b>3)</b> Use data collection and analysis, statistics, and probability in problem solving situations and communicate reasoning and processes used in solving these problems.</p>

<p>Lesson 4- Zoom Blooms and Blob Globbs</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks.  <b>Science:</b>  <b>F)</b> Science in Personal and Social Perspectives- <b>F1</b> Personal Health.  <b>Physical Education:</b>  <b>3)</b> Participates regularly in physical activity;  <b>4)</b> Achieves and maintains a health-enhancing level of physical fitness;  <b>6)</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.  <b>Language Arts:</b>  <b>4)</b> Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and purposes;  <b>5)</b> Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for different purposes.</p>	<p><b>Physical Education:</b>  <b>3)</b> Demonstrate the knowledge of factors important to physical activity.  <b>Reading and Writing:</b>  <b>2)</b> Write and Speak for a variety of purposes and audiences;  <b>3)</b> Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</p>
<p>Lesson 5- A Taste of the Garden</p>	<p><b>Science:</b>  <b>A)</b> Science as Inquiry (using predictions of taste and texture);  <b>C)</b> Life Science - C1 – Characteristics of Organisms; C2 – Life Cycles of Organisms;  <b>F)</b> Science in Personal and Social Perspectives- <b>F1</b> Personal Health.  <b>Language Arts:</b>  <b>5)</b> Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for different purposes.</p>	<p><b>Science:</b>  <b>1)</b> Understand processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations; (1c- use data based on observations- senses to make observations etc).  <b>3)</b> Understand the characteristics &amp; structure of living things, the processes of life &amp; how living things interact with each other &amp; their environment.  <b>Reading and Writing:</b>  <b>2)</b> Write and Speak for a variety of purposes and audiences.</p>

<p>Lesson 6- Snacking Sensations</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks.  <b>Language Arts:</b>  <b>5)</b> Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for different purposes;  <b>6)</b> Apply knowledge of language structure, language conventions to create, critique, and discuss print and non-print texts.  <b>Science:</b>  <b>F)</b> Science in Personal and Social Perspectives- <b>F1</b> Personal Health.</p>	<p><b>Reading and Writing:</b>  <b>1)</b> Read and understand a variety of materials. (Snack steps);  <b>2)</b> Write and Speak for a variety of purposes and audiences;  <b>3)</b> Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.  <b>Science</b>  <b>3.3)</b> 3.3b- Describe basic food requirements for humans. Know that it is important to eat a variety of foods, including lots of fruits and vegetables, but few sweets.</p>
<p>Unit Project</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention.  <b>Science:</b>  <b>F)</b> Science in Personal and Social Perspectives- <b>F1</b> Personal Health  <b>Physical Education:</b>  <b>6)</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.  <b>Language Arts:</b>  <b>5)</b> Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for different purposes;  <b>6)</b> Apply knowledge of language structure, language conventions to create, critique, and discuss print and non-print texts.</p>	<p><b>Reading and Writing:</b>  <b>2)</b> Write and Speak for a variety of purposes and audiences;  <b>3)</b> Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.  <b>Physical Education:</b>  <b>3)</b> Demonstrate the knowledge of factors important to physical activity.  <b>Visual Arts:</b>  <b>1)</b> Recognize &amp; use the visual arts as a form of communication.  <b>Science</b>  <b>3)</b> Understand the characteristics &amp; structure of living things, the processes of life &amp; how living things interact with each other &amp; their environment;  <b>3.3)</b> 3.3b- Describe basic food requirements for humans. Know that it is important to eat a variety of foods, including lots of fruits and vegetables, but few sweets.</p>

## Grow, Eat, Thrive – Growing Gardens for Health Grading Rubric Grades K-1

### Rubric Key:

- 1- Performs few of the assigned tasks and does not show understanding of concepts. Performance shows significant need for further teaching.
- 2- With teacher assistance and prompting, student performs most tasks, but does not show full understanding of concepts without significant assistance from teacher, shows need for further teaching.
- 3- Performs tasks satisfactorily and shows knowledge and understanding of most concepts with little teacher prompting and few mistakes.
- 4- Performs all tasks and shows knowledge and understanding of all concepts without teacher prompting and without many mistakes. Student can communicate knowledge by teaching and assisting others.

### Expectations for Proficiency

To meet the desired outcomes of this curriculum, students must complete all assignments and score 3 or above in most unit sections.

<b>Lesson 1: Eating the Rainbow</b>				
<b>Lesson 2: An Alphabet of Color</b>				
Worksheet 1.1	Completed: Yes ____ No ____			
Class Color Book	Completed: Yes ____ No ____			
Characteristics of Fruits and Vegetables	1	2	3	4
<ul style="list-style-type: none"> <li>• Can easily provide examples of fruits and vegetable from different color groups.</li> <li>• Can explain to others what it means to lead a healthy lifestyle and practice healthy habits.</li> <li>• Can provide descriptions of taste and texture of different fruits and vegetables.</li> </ul>				

Teacher Notes/Examples:

**Lesson 3: Tracking the Rainbow**

Goal Setting and Monitoring 1 2 3 4

- Can demonstrate asking skills in order to eat more fruits and vegetables.
- Enthusiastically participates; takes the initiative to help the group; shares appropriate knowledge & strategies with teammates; completes assigned work without having to be reminded.

Teacher Notes/Examples:

**Lesson 4: Zoom Blooms and Blob Globbs**

Worksheet 4.1	Completed: Yes ____ No ____
Worksheet 4.2	Completed: Yes ____ No ____
Opportunities for and Tracking of Physical Activity 1 2 3 4	
<ul style="list-style-type: none"> <li>• Demonstrates inquiry skills by interviewing a classmate and accurately reports information. Takes the given information and assists others with developing new strategies for the activity.</li> <li>• Can easily distinguish between active and sedentary activities and can provide examples.</li> <li>• Can keep track of active versus sedentary activity over a week period.</li> </ul>	
Teacher Notes/Examples:	
<b>Lesson 5: A Taste of the Garden</b>	
Worksheet 5.1	Completed: Yes ____ No ____
Interpretation of Taste 1 2 3 4	
<ul style="list-style-type: none"> <li>• Can easily recall the process of planting from seed to harvest.</li> <li>• Can provide personal examples of food from each taste group (sweet, salty, bitter and sour)</li> <li>• Demonstrates a willingness to try new tastes.</li> <li>• Can use a variety of adjectives to describe the taste and texture of fruits and vegetables.</li> </ul>	
Teacher Notes/Examples:	

<b>Lesson 6: Snacking Sensations</b>				
Healthy Snacks Collage		Completed: Yes _____ No _____		
Snack Preparation 1    2    3    4				
<ul style="list-style-type: none"><li>• Demonstrates a willingness to try a new healthy snack.</li><li>• Can easily distinguish between healthy and less healthy snacks with given examples.</li><li>• Enthusiastically participates; takes the initiative to help the group; shares appropriate knowledge &amp; strategies with teammates.</li></ul>				
Teacher Notes/Examples:				

## Content Standards Addressed in *Grow, Eat, Thrive-Growing Gardens for Health:*

### Grades 2-3

Lesson	National Standards	Colorado Standards
Introduction- Sowing the Seeds of Health	<p><b>(Standards addressed in the introductory lesson and the observation journals kept throughout unit)</b></p> <p><b>Health:</b> 1) Comprehend concepts of health promotion &amp; disease prevention.</p> <p><b>Science:</b> C) Life Science - C1 – Characteristics of Organisms; C2 – Life Cycles of Organisms.</p> <p><b>Language Arts:</b> 5) Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes; 12) Use spoken, written &amp; visual language to accomplish own purposes.</p>	<p><b>(Standards addressed in the introductory lesson and the observation journals kept throughout unit)</b></p> <p><b>Science:</b> 3) Understand the characteristics &amp; structure of living things, the processes of life &amp; how living things interact with each other &amp; their environment.</p> <p><b>Reading &amp; Writing:</b> 2) Write &amp; speak for a variety of purposes &amp; audiences; 3) Write &amp; speak using conventional grammar, usage, sentence structure, punctuation, capitalization &amp; spelling;</p> <p><b>Visual Arts</b> 1) Recognize &amp; use the visual arts as a form of communication.</p>
Lesson 1- A Rainbow of Fruits and Vegetables	<p><b>Health:</b> 1) Comprehend concepts of health promotion &amp; disease prevention.</p> <p><b>Language Arts:</b> 4) Adjust their use of spoken, written &amp; visual language to communicate effectively with a variety of audiences &amp; for different purposes; 5) Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes; 12) Use spoken, written &amp; visual language to accomplish own purposes.</p> <p><b>Math:</b> 5) Data Analysis/Probability - Formulate questions that can be addressed with data &amp; collect, organize &amp; display relevant data to answer them.</p> <p><b>Science:</b> F) Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p>	<p><b>Reading &amp; Writing:</b> 2) Write &amp; speak for a variety of purposes &amp; audiences; 3) Write &amp; speak using conventional grammar, usage, sentence structure, punctuation, capitalization &amp; spelling; 5) Read to locate, select &amp; make use of relevant information from a variety of media, reference &amp; technological sources.</p> <p><b>Math:</b> 3) Use data collection &amp; analysis, statistics &amp; probability in problem-solving situations &amp; communicate the reasoning &amp; processes used in solving these problems.</p> <p><b>Science:</b> 3) Understand the characteristics &amp; structure of living things, the processes of life &amp; how living things interact with each other &amp; their environment;</p> <p><b>Visual Arts</b> 1) Recognize &amp; use the visual arts as a form of communication.</p>

<p>Lesson 2- Planting the Seeds of Success</p>	<p><b>Health:</b>  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks;  <b>6)</b> Demonstrate the ability to use goal-setting &amp; decision-making skills to enhance health.  <b>Math:</b>  <b>1)</b> Numbers/ Operations - Understand numbers, ways of representing numbers, relationships among numbers &amp; number systems.  <b>Science:</b>  <b>F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.  <b>Social Studies:</b>  <b>4)</b> Individual Development &amp; Identity – Describe personal changes over time such as those related to physical development &amp; personal interests; Show how learning &amp; physical development affect behavior; Identify &amp; describe ways family, groups &amp; community influence one’s daily life &amp; personal choices.</p>	<p><b>Reading &amp; Writing:</b>  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences.  <b>Math:</b>  <b>1)</b> Develop number sense &amp; use numbers &amp; number relationships in problem-solving situations &amp; communicate the reasoning used in solving these problems.</p>
<p>Lesson 3- My World of Activity</p>	<p><b>Health:</b>  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks;  <b>5)</b> Demonstrate the ability to use interpersonal communication skills to enhance health;  <b>6)</b> Demonstrate the ability to use goal-setting and decision-making skills to enhance health.  <b>Science:</b>  <b>F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.  <b>Physical Education:</b>  <b>2)</b> Demonstrate understanding of movement concepts, principles, strategies &amp; tactics as they apply to the learning &amp; performance of physical activities;  <b>6)</b> Values physical activity for health, enjoyment, challenge, self-expression &amp;/or social interaction.</p>	<p><b>Physical Education:</b>  <b>3)</b> Demonstrate the knowledge of factors important to participation in physical activity.</p>

<p>Lesson 4- Playing in My World of Activity</p>	<p><b>Health:</b> 5) Demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p><b>Science:</b> F) Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p> <p><b>Physical Education:</b> 2) Demonstrate understanding of movement concepts, principles, strategies &amp; tactics as they apply to the learning &amp; performance of physical activities; 6) Values physical activity for health, enjoyment, challenge, self-expression &amp;/or social interaction.</p>	<p><b>Physical Education:</b> 3) Demonstrate the knowledge of factors important to participation in physical activity.</p>
<p>Lesson 5- Growing Greens Galore</p>	<p><b>Health:</b> 3) Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks; 5) Demonstrate the ability to use interpersonal communication skills to enhance health; 7) Demonstrate the ability to advocate for personal, family &amp; community health.</p> <p><b>Language Arts:</b> 4) Adjust their use of spoken, written &amp; visual language to communicate effectively with a variety of audiences &amp; for different purposes; 5) Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes; 12) Use spoken, written &amp; visual language to accomplish own purposes.</p> <p><b>Science:</b> C) Life Science - C1 – Characteristics of Organisms; C2 – Life Cycles of Organisms; F) Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p>	<p><b>Reading &amp; Writing:</b> 2) Write &amp; speak for a variety of purposes &amp; audiences; 3) Write &amp; speak using conventional grammar, usage, sentence structure, punctuation, capitalization &amp; spelling; 4) Apply thinking skills to their reading, writing, speaking, listening &amp; viewing.</p> <p><b>Science:</b> 1) Understand the processes of scientific investigation &amp; design, conduct, communicate about &amp; evaluate such investigations.</p>

Lesson 6-  
Snack Your  
Way to  
Health

**Health:**

- 1) Comprehend concepts of health promotion & disease prevention;
- 3) Demonstrate the ability to practice health-enhancing behaviors & reduce health risks;

**Language Arts:**

- 4) Adjust their use of spoken, written & visual language to communicate effectively with a variety of audiences & for different purposes;
- 5) Employ a wide range of strategies as they write & use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Science:**

- F) Science in Personal & Social Perspectives - F1 - Personal Health.

**Reading & Writing:**

- 2) Write & speak for a variety of purposes & audiences;
- 4) Apply thinking skills to their reading, writing, speaking, listening & viewing.

<p>Unit Project- Healthy Schools, Healthy Kids</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>5)</b> Demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p><b>Language Arts:</b>  <b>4)</b> Adjust their use of spoken, written &amp; visual language to communicate effectively with a variety of audiences &amp; for different purposes;  <b>5)</b> Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes;  <b>12)</b> Use spoken, written &amp; visual language to accomplish own purposes.</p> <p><b>Science</b>  <b>A)</b> Science as Inquiry - A1 Abilities Necessary to do Scientific Inquiry;  <b>F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p> <p><b>Social Studies:</b>  <b>4)</b> Individual Development &amp; Identity – Describe personal changes over time; Show how learning &amp; physical development affect behavior; Identify &amp; describe ways family, groups &amp; community influence daily life &amp; personal choices.</p> <p><b>Physical Education:</b>  <b>6)</b> Values physical activity for health, enjoyment, challenge, self-expression &amp; /or social interaction.</p> <p><b>Visual Arts:</b>  <b>1)</b> Understand &amp; apply media, techniques &amp; processes;  <b>5)</b> Reflect upon &amp; assess the characteristics &amp; merits of their work &amp; the work of others;  <b>6)</b> Make connections between the visual arts &amp; other disciplines.</p>	<p><b>Reading &amp; Writing:</b>  <b>1)</b> Read &amp; understand a variety of materials;  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences;  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening &amp; viewing;  <b>5)</b> Read to locate, select &amp; make use of relevant information from a variety of media, reference &amp; technological sources.</p> <p><b>Physical Education:</b>  <b>3)</b> Demonstrate the knowledge of factors important to participation in physical activity.</p> <p><b>Visual Arts:</b>  <b>1)</b> Recognize &amp; use the visual arts as a form of communication;  <b>2)</b> Know &amp; apply elements of art, principles of design &amp; sensory &amp; expressive features of visual arts.</p>
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## Grow, Eat, Thrive – Growing Gardens for Health Grading Rubric Grades 2-3

### Rubric Key:

- 1- Performs few of the assigned tasks and does not show understanding of concepts. Performance shows significant need for further teaching.
- 2- With teacher assistance and prompting, student performs most tasks, but does not show full understanding of concepts without significant assistance from teacher, shows need for further teaching.
- 3- Performs tasks satisfactorily and shows knowledge and understanding of most concepts with little teacher prompting and few mistakes.
- 4- Performs all tasks and shows knowledge and understanding of all concepts without teacher prompting and without many mistakes.

### Expectations for Proficiency

To meet the desired outcomes of this curriculum, students must complete all assignments and score 3 or above in most unit sections.

<b>Lesson 1: A Rainbow of Fruits and Vegetables</b>				
Worksheet 1.1	Completed: Yes ____ No ____			
Worksheet 1.2	Complete: Yes ____ No ____			
Characteristics of Fruits and Vegetables	1	2	3	4
<ul style="list-style-type: none"> <li>• Demonstrates a solid understanding of colors of fruits and vegetables and can effectively explain knowledge to others.</li> <li>• Gives accurate examples of many different characteristics and can effectively explain them to others.</li> <li>• Enthusiastically participates; takes the initiative to help the group; shares appropriate knowledge &amp; strategies with teammates; completes assigned work without having to be reminded; takes part in both listening and speaking; helps team to reach a fair decision.</li> </ul>				

- Can easily provide examples of fruits and vegetables they are willing to try.

Teacher Notes/Examples:

### Lesson 2: Planting the Seeds for Success

Worksheet 2.1

Completed: Yes \_\_\_\_ No \_\_\_\_

Worksheet 2.2

Completed: Yes \_\_\_\_ No \_\_\_\_

Goal Setting and Monitoring 1 2 3 4

- Goal demonstrates all 3 aspects of EAT.
- Can easily identify strategies to eat more fruits and vegetables in their diet.
- Consistently reports progress toward their goal.

Teacher Notes/Examples:

**Lesson 3: My World of Activity**  
**Lesson 4: Playing in My World of Activity**

Worksheet 3.1	Completed: Yes ____ No ____
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Worksheet 4.1	Completed: Yes ____ No ____
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Opportunities for and Tracking of Physical Activity 1 2 3 4

- Can give a variety of examples of opportunities for physical activity in a variety of settings.
- Consistently reports new physical activities and monitors them over time.

Teacher Notes/Examples:

**Unit Section: Growing Greens Galore**  
**Lesson 5**

Worksheet .1	Completed: Yes ____ No ____
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Interpretation of Taste 1 2 3 4

- Can easily recall the process of planting from seed to harvest.

- Can provide personal examples of food from each taste group (sweet, salty, bitter and sour).
- Demonstrates a willingness to try new tastes.
- Can use a variety of adjectives to describe the taste and texture of fruits and vegetables.

Teacher Notes/Examples:

### Lesson 6: Snack Your Way to Health

Worksheet 6.1

Completed: Yes \_\_\_\_ No \_\_\_\_

Snack Preparation 1    2    3    4

- Can provide examples of healthy snacks.
- Enthusiastically participates; takes the initiative to help the group; shares appropriate knowledge & strategies with teammates.
- Confidently demonstrates ability to ask for a fruit or vegetable snack from a parent through role-playing.

Teacher Notes/Examples:

**Content Standards Addressed in  
Grow, Eat, Thrive- Growing Gardens for Health:**

**Grades 4-5**

Lesson	National Standards	Colorado Standards
Introduction- Sowing the Seeds of Health	<p><b>Health:</b> 1) Comprehend concepts of health promotion &amp; disease prevention.</p> <p><b>Science:</b> C) Life Science - C1 – Characteristics of Organisms; C2 – Life Cycles of Organisms.</p> <p><b>Language Arts:</b> 5) Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes;</p>	<p><b>Science:</b> 3) Understand the characteristics &amp; structure of living things, the processes of life &amp; how living things interact with each other &amp; their environment; 3.3) Understand how the human body functions, factors that influence its structures &amp; functions &amp; how these structures &amp; functions compare with those of other organisms; 5) Understand interrelationships among science, technology &amp; human activity &amp; how they can affect the world.</p> <p><b>Reading &amp; Writing:</b> 2) Write &amp; speak for a variety of purposes &amp; audiences; 4) Apply thinking skills to their reading, writing, speaking, listening &amp; viewing;</p>
Lesson 1- Cultivating the Kaleidoscope	<p><b>Health:</b> 1) Comprehend concepts of health promotion &amp; disease prevention.</p> <p><b>LA:</b> 1) Read a wide range of print &amp; non-print texts; 3) Apply a wide range of strategies to comprehend, interpret, evaluate &amp; appreciate texts.</p> <p><b>Science:</b> F) Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p>	<p><b>Reading &amp; Writing:</b> 1) Read &amp; understand a variety of materials; 4) Apply thinking skills to their reading, writing, speaking, listening &amp; viewing; 5) Read to locate, select &amp; make use of relevant information from a variety of media, reference &amp; technological sources.</p> <p><b>Science:</b> 3.3) Understand how the human body functions, factors that influence its structures &amp; functions &amp; how these structures &amp; functions compare with those of other organisms.</p>

<p>Lesson 2- Fruit and Vegetable Research Projects</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>2)</b> Demonstrate the ability to access valid health information &amp; health-promoting products &amp; services;  <b>Language Arts:</b>  <b>1)</b> Read a wide range of print &amp; non-print texts;  <b>5)</b> Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes;  <b>7)</b> Conduct research on issues &amp; interests by generating ideas &amp; questions &amp; by posing problems;  <b>8)</b> Use a variety of technological &amp; information resources to gather &amp; synthesize information &amp; to create &amp; communicate knowledge.  <b>Science: F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p>	<p><b>Reading &amp; Writing:</b>  <b>1)</b> Read &amp; understand a variety of materials  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences;  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening &amp; viewing;  <b>5)</b> Read to locate, select &amp; make use of relevant information from a variety of media, reference &amp; technological sources.  <b>Science:</b>  <b>3.3)</b> Understand how the human body functions, factors that influence its structures &amp; functions &amp; how these structures &amp; functions compare with those of other organisms.  <b>Visual Arts</b>  <b>1)</b> Recognize &amp; use the visual arts as a form of communication.</p>
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<p>Lesson 3- EAT Your Fruits and Vegetables</p>	<p><b>Health:</b> 3) Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks; 6) Demonstrate the ability to use goal-setting &amp; decision-making skills to enhance health.</p> <p><b>Language Arts:</b> 4) Adjust their use of spoken, written &amp; visual language to communicate effectively with a variety of audiences &amp; for different purposes.</p> <p><b>Science:</b> C) Life Science - C3 Regulation &amp; Behavior; F) Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p> <p><b>Social Studies:</b> 4) Individual Development &amp; Identity – Describe personal changes over time such as those related to physical development &amp; personal interests; Show how learning &amp; physical development affect behavior; Identify &amp; describe ways family, groups &amp; community influence one’s daily life &amp; personal choices.</p>	<p><b>Reading &amp; Writing:</b> 2) Write &amp; speak for a variety of purposes &amp; audiences; 4) Apply thinking skills to their reading, writing, speaking, listening &amp; viewing.</p>
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<p>Lesson 4- There's More to Goal Setting.</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks;  <b>6)</b> Demonstrate the ability to use goal-setting &amp; decision-making skills to enhance health.  <b>Language Arts:</b>  <b>4)</b> Adjust their use of spoken, written &amp; visual language to communicate effectively with a variety of audiences &amp; for different purposes.  <b>Science:</b>  <b>F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.  <b>Social Studies:</b>  <b>4)</b> Individual Development &amp; Identity – Describe personal changes over time such as those related to physical development &amp; personal interests; Show how learning &amp; physical development affect behavior; Identify &amp; describe ways family, groups &amp; community influence one's daily life &amp; personal choices.</p>	<p><b>Reading &amp; Writing:</b>  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences;  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening &amp; viewing.  <b>Math:</b>  <b>1)</b> Develop number sense &amp; use numbers &amp; number relationships in problem-solving situations &amp; communicate the reasoning used in solving these problems.</p>
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<p>Lesson 5- Fitness Challenge</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks;  <b>6)</b> Demonstrate the ability to use goal-setting &amp; decision-making skills to enhance health.  <b>Math:</b>  <b>1)</b> Number &amp; Operation – Understand numbers, ways of representing numbers, relationships among number &amp; number system;  <b>4)</b> Measurement – Understand attributes, units &amp; systems of measurement &amp; apply a variety of techniques, tools &amp; formulas for determining measurements;  <b>5)</b> Data Analysis/Probability - Formulate questions that can be addressed with data &amp; collect, organize &amp; display relevant data to answer them.  <b>Science:</b>  <b>F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.  <b>Physical Education:</b>  <b>2)</b> Demonstrate understanding of movement concepts, principles, strategies &amp; tactics as they apply to the learning &amp; performance of physical activities;  <b>6)</b> Value physical activity for health, enjoyment, challenge, self-expression &amp;/or social interaction.</p>	<p><b>Physical Education:</b>  <b>3)</b> Demonstrate the knowledge of factors important to participation in physical activity.  <b>Math:</b>  <b>1)</b> Develop number sense &amp; use numbers &amp; number relationships in problem-solving situations &amp; communicate the reasoning used in solving these problems;  <b>3)</b> Use data collection &amp; analysis, statistics &amp; probability in problem-solving situations &amp; communicate the reasoning &amp; processes used in solving these problems;  <b>5)</b> Use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</p>
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<p>Lesson 6- Growing Greens Galore</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks  <b>LA:</b>  <b>4)</b> Adjust their use of spoken, written &amp; visual language to communicate effectively with a variety of audiences &amp; for different purposes;  <b>5)</b> Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes;  <b>6)</b> Apply knowledge of language structure, language conventions, media techniques, figurative language &amp; genre to create, critique &amp; discuss print &amp; non-print texts.  <b>Science:</b>  <b>C)</b> Life Science  <b>F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.  <b>Social Studies:</b>  <b>4)</b> Individual Development &amp; Identity – Describe personal changes over time such as those related to physical development &amp; personal interests; Show how learning &amp; physical development affect behavior; Identify &amp; describe ways family, groups &amp; community influence one’s daily life &amp; personal choices.</p>	<p><b>Reading &amp; Writing:</b>  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences;  <b>3)</b> Write &amp; speak using conventional grammar, usage, sentence structure, punctuation, capitalization &amp; spelling;  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening &amp; viewing.  <b>Science:</b>  <b>1)</b> Understand the processes of scientific investigation &amp; design, conduct, communicate about &amp; evaluate such investigations;  <b>3.3) 3.3b-</b> Describe basic food requirements for humans. Know that it is important to eat a variety of foods, including lots of fruits and vegetables, but few sweets.</p>
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<p>Lesson 7- Snacking Simple</p>	<p><b>Health:</b>  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks.  <b>Language Arts:</b>  <b>5)</b> Employ a wide range of strategies as they write &amp; use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  <b>Science: F)</b> Science in Personal &amp; Social Perspectives - F1 - Personal Health.</p>	<p><b>R &amp; W:</b>  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences;  <b>3)</b> Write &amp; speak using conventional grammar, usage, sentence structure, punctuation, capitalization &amp; spelling;  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening &amp; viewing.  <b>Science:</b>  <b>3)</b> 3.3b- Describe basic food requirements for humans. Know that it is important to eat a variety of foods, including lots of fruits and vegetables, but few sweets.</p>
<p>Unit Project- Promoting Healthy Habits</p>	<p><b>Health:</b>  <b>1)</b> Comprehend concepts of health promotion &amp; disease prevention;  <b>2)</b> Demonstrate the ability to access valid health information &amp; health-promoting products &amp; services;  <b>3)</b> Demonstrate the ability to practice health-enhancing behaviors &amp; reduce health risks;  <b>4)</b> Analyze the influence of culture, media, technology &amp; other factors on health;  <b>5)</b> Demonstrate the ability to use interpersonal communication skills to enhance health;  <b>7)</b> Demonstrate the ability to advocate for personal, family &amp; community health.  <b>Language Arts:</b>  <b>1)</b> Read a wide range of print &amp; non-print texts;  <b>3)</b> Apply a wide range of strategies to comprehend, interpret,</p>	<p><b>Reading &amp; Writing:</b>  <b>1)</b> Read &amp; understand a variety of materials;  <b>2)</b> Write &amp; speak for a variety of purposes &amp; audiences;  <b>4)</b> Apply thinking skills to their reading, writing, speaking, listening &amp; viewing;  <b>5)</b> Read to locate, select &amp; make use of relevant information from a variety of media, reference &amp; technological sources.  <b>Visual Arts</b>  <b>1)</b> Recognize &amp; use the visual arts as a form of communication.  <b>Science:</b>  <b>3)</b> 3.3b- Describe basic food requirements for humans. Know that it is important to eat a variety of foods, including lots of fruits and vegetables, but few sweets.</p>

evaluate & appreciate texts;  
**4)** Adjust their use of spoken, written & visual language to communicate effectively with a variety of audiences & for different purposes;  
**5)** Employ a wide range of strategies as they write & use different writing process elements appropriately to communicate with different audiences for a variety of purposes;  
**6)** Apply knowledge of language structure, language conventions, media techniques, figurative language & genre to create, critique & discuss print & non-print texts; **11)** Participate as knowledgeable, reflective, creative & critical members of a variety of literacy communities.

**Science:**  
**F)** Science in Personal & Social Perspectives - F1 - Personal Health.

**Physical Education:**  
**6)** Values physical activity for health, enjoyment, challenge, self-expression & /or social interaction.

**Visual Arts:**  
**1)** Understand & apply media, techniques & processes;  
**5)** Reflect upon & assess the characteristics & merits of their work & the work of others;  
**6)** Make connections between the visual arts & other disciplines.

**Grow, Eat, Thrive – Growing Gardens for Health  
Grading Rubric  
Grades 4-5**

**Rubric Key:**

- 1- Performs few of the assigned tasks and does not show understanding of concepts. Performance shows significant need for further teaching.
- 2- With teacher assistance and prompting, student performs most tasks, but does not show full understanding of concepts without significant assistance from teacher, shows need for further teaching.
- 3- Performs tasks satisfactorily and shows knowledge and understanding of most concepts with little teacher prompting and few mistakes.
- 4- Performs all tasks and shows knowledge and understanding of all concepts without teacher prompting and without many mistakes.

**Expectations for Proficiency**

To meet the desired outcomes of this curriculum, students must complete all assignments and score 3 or above in most unit sections.

<b>Lesson 1: Cultivating the Kaleidoscope</b>				
<b>Lesson 2: Fruit and Vegetables Research Projects</b>				
Worksheet 1.1	Completed: Yes ____ No ____			
Worksheet 1.2	Completed: Yes ____ No ____			
Research Report Project	1	2	3	4
<ul style="list-style-type: none"> <li>• Provides an in-depth and detailed description of each characteristic related to their fruit or vegetable.</li> <li>• Provides a large amount of additional information about the fruit or vegetable.</li> <li>• Student is able to deliver a well planned, detailed and enthusiastic presentation that informed the class about their research.</li> <li>• Enthusiastically participates; takes the initiative to help the group; shares appropriate knowledge &amp; strategies with teammates.</li> </ul>				

Teacher Notes/Examples:

**Lesson 3: E-A-T Your Fruits and Vegetables**  
**Lesson 4: There's More to Goal-Setting**

Worksheet 3.1	Completed: Yes ____ No ____
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Worksheet 4.1	Completed: Yes ____ No ____
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Worksheet 4.2	Completed: Yes ____ No ____
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Goal Setting and Monitoring 1 2 3 4

- Goal demonstrates all 3 aspects of EAT; student can apply goal setting to various personal & academic situations.
- Can easily identify roadblocks, family/friend support, and rewards for goal.
- Consistently reports progress toward their goal.

Teacher Notes/Examples:

<b>Lesson 5: Fitness Challenge</b>	
Worksheet 5.1	Completed: Yes ____ No ____
Worksheet 5.2	Completed: Yes ____ No ____
Worksheet 5.3	Completed: Yes ____ No ____
Fitness Challenge and Monitoring Physical Activity 1 2 3 4	
<ul style="list-style-type: none"> <li>• Can give a variety of examples of opportunities for physical activity.</li> <li>• Can explain the importance of the daily physical activity recommendation.</li> <li>• Consistently monitors physical activity &amp; records total minutes each week and transfers to weekly plot.</li> </ul>	
Teacher Notes/Examples:	
<b>Lesson 6: Growing Greens Galore</b>	
Worksheet 6.1	Completed: Yes ____ No ____
Interpretation of Taste 1 2 3 4	
<ul style="list-style-type: none"> <li>• Can easily recall the process of planting from seed to harvest.</li> <li>• Can provide personal examples of food from each taste group (sweet, salty, bitter and sour).</li> <li>• Demonstrates a willingness to try new tastes.</li> </ul>	

- Demonstrates a variety of adjectives to describe the taste and texture of fruits and vegetables and easily chooses a format to do so.

### **Lesson 7: Snacking Simple**

Worksheet 7.1

Completed: Yes \_\_\_\_ No \_\_\_\_

Snack Preparation and Knowledge of Healthy Snacks 1 2 3 4

- Can provide examples of healthy snacks.
- Enthusiastically participates; takes the initiative to help the group; shares appropriate knowledge & strategies with teammates.

Teacher Notes/Examples:

## **Resource List for Grow, Eat, Thrive – Growing Gardens for Health**

### **Fiction and Non-Fiction Picture Books for Children**

Aardenna, Verna, *Bringing the Rain to Kapiti Plain: A Nandi Tale*, New York: Dial Press, 1981.

Bjork, Cristina, *Linnea's Windowsill Garden*, Translated by Joan Sandin, Stockholm; New York: R & S Books: 1988 (First American Edition).

Carle, Eric, *The Tiny Seed*, New York: Crowell, 1970

Cherry, Lynn, *How Groundhog's Garden Grew*, New York: Blue Sky Press, 2003.

Cohn, Diana, *Mr. Goethe's Garden*, Great Barrington, MA: Bell Pond books, 2003.

Cole, Henry, *Jack's Garden*, New York: Greenwillow Books, 1995

Cole, Joanna, *The Magic School Bus Plants Seeds*, New York: Scholastic, Inc., 1995.

DiSalvo-Ryan, DyAnne, *City Green*, New York: Morrow Junior Books, 1994.

Eclare, Melanie, *A Harvest of Color: Growing a Vegetable Garden*, Brooklyn, NY: Ragged Bears, 2002.

Ehlert, Lois, *Growing Vegetable Soup*, San Diego, CA: Harcourt Brace Jovanovich, 1987.

Ehlert, Lois, *Planting a Rainbow*, San Diego: Harcourt Brace Jovanovich, 1988.

Gibbons, Gail, *From Seed to Plant*, New York: Holiday House, 1991.

Gibbons, Gail, *The Pumpkin Book*, New York: Holiday House, 1999.

Hall, Zoe, *The Surprise Garden*, New York: Blue Sky Press, 1998.

Henterly, Jamichael, *Good Night Garden Gnome*, New York: Dial Books, 2001.

Hickman, Pamela, *A Seed Grows: My First Look at a Plant's Life Cycle*, Tonawanda, NY: Kids Can Press, Ltd., 1996

Hoberman, Mary Ann, *Who's Garden is it?*, Orlando: Gulliver Books/Harcourt, 2004.

Holub, Joan, *The Garden That We Grew*, New York: Viking, 2001.

Krauss, Ruth, *The Carrot Seed*, New York: Scholastic Book Services, 1974, 1945

Levenson, George, *Pumpkin Circle: The Story of A Garden*, Berkeley, CA: Tricycle Press, 1999.

Maestro, Betsy, *How do Apples Grow*, New York: Harper Collins, 1992.

McMillan, Bruce, *Growing Colors*, New York: Mulberry Books, 1994.

Muller, Gerda, *The Garden in the City*, New York: Dutton Children's Books, 1992.

Pollak, Barbara, *Our Community Garden*, Hillsboro, OR: Beyond Words, 2003.

Pattou, Edith, *Mrs. Spitzer's Garden*, San Diego, CA: Harcourt, 2001.

Roberts, Bethany, *The Wind's Garden*, New York: Henry Holt, 2001.

Rockwell, Anne, *Apples & Pumpkins*, New York: Aladdin Paperbacks, 2005.

Rockwell, Anne, *One Bean*, New York: Walker and Co., 1998.

Rosenthal, Amy Krouse, *Little Pea*, San Francisco, CA: Chronicle Books, 2005.

Stewart, Sarah, *The Gardener*, New York: Farrar Straus Giroux, 1997.

Rylant, Cynthia, *This Year's Garden*, Scarsdale, NY: Bradbury Press, 1984.

Wallace, Nancy Elizabeth, *Seeds, Seeds, Seeds*, Tarrytown, NY: Marshall Cavendish, 2004.

Wilner, Isabel, *A Garden Alphabet*, New York: Dutton Children's Books, 1991.

Wisniewski, Andrea, *A Cottage Garden Alphabet*, Jaffrey, NH: D. R. Godine, 2002.

### **Young Adult Fiction**

Fleischman, Paul, *Seedfolk*, New York: Harper Trophy, 2004.

### **Reference and How-To Books for Children**

Auch, Alison, *Garden Tools*, Minneapolis, MN: Compass Point Books, 2003.

Branigan, Carrie, and Dunne, Richard, *Fruits and Vegetables*, North Mankato, MN: Smart Apple Media, 2006.

Brown, Marc Tolon, *Your First Garden Book*, Boston: Little, Brown, 1981.

Congdon, Vicky, Garden Fun! Indoors and Out: In Pots and Small Spots, Charlotte, VT: Williamson Pub., 2002.

Hamilton, Geoff (Editor), Organic Gardening, Pleasantville, NY: Reader's Digest Association, 1992.

Hershey, Rebecca, Ready, Set, Grow!: A Kid's Guide to Gardening, Glenview, IL: Good Year Books/Scott Foresman, 1995.

Joly, Dominique, Joly, Philippe, and Senec, Jean-Claude, How Does Your Garden Grow? Be Your Own Plant Expert, New York: Sterling, 1996.

Jordan, Helene, How a Seed Grows (Let's Read and Find Out Science 1), New York: Crowell, 1960.

Kalman, Bobbie, How a Plant Grows, New York: Crabtree, 1997.

Kalman, Bobbie, What is a Plant: The Science of Living Things, St. Catharines: Crabtree, 2000.

Kuchalla, Susan, All About Seeds, Mahwah, NJ: Troll Associates, 1982.

Matthews, Clare, Great Gardens for Kids, New York: Sterling, 2002.

Royston, Angela, Soil: Let's Look at a Garden, Chicago, IL: Heinemann Library, 2006.

Rushing, Felder, Dig, Plant, Grow: A Kid's Guide to Gardening, Nashville, TN: Cool Springs Press, 2004.

Tierra, Lesley, A Kid's Herbal Book: For Children of all Ages, San Francisco, CA: Robert D. Reed Publishers, 2000.

Waters, Marjorie, The Victory Garden Kid's Book, Old Saybrook, CT: Globe Pequot Press, 1994.

## **Poetry**

Doyle, Alfreda, Alfreda's Radio Series Gardening Story Rhymes, Volume 9 (audio cassette), Story Time Stories That Rhyme, 1998.

Harrison, David, Farmer's Garden: Rhymes for Two Voices, Honesdale, PA: Boyds Mills Press, 2000)

Gardening With Pooh: Cheerful Poems Plus Planting Pointers, by Lisa Ann Marsoli, Disney Enterprises, 1997.

Shannon, George, *Busy in the Garden*, New York: Greenwillow Books, 2006.

## **Songs**

Mallett, David, and Eton, Ora, *Inch by Inch: The Garden Song*, New York: Harper Collins, 1995.

Steele, Mary Q., *Anna's Garden Songs*, New York: Greenwillow Books, 1989.

## **Books for Teachers, Parents and Children**

Brennan, Georgeanne Ethel, and Barchachat, Marcel, *The Children's Kitchen Garden: A Book of Gardening, Cooking, and Learning*, Berkeley, CA: Ten Speed Press, 1997.

Creasy, Rosalind, *Blue Potatoes, Orange Tomatoes: How to Grow a Rainbow Garden*, San Francisco, CA: Sierra Club Books for Children, 1994.

Grant, Tim, and Littlejohn, Gail (Editors), *Greening School Grounds*, Gabriola Island, BC: New Society Publishers, 2001.

Grant, Tim, and Littlejohn, Gail (Editors), *Teaching Green – The Elementary Years: Hands on Learning in Grades K-5*, Gabriola Island, BC: New Society Publishers, 2005.

Herd, Meg, *Learn to Play in the Garden*, Hauppauge, NY: Barron's, 1997.

Jaffe, Roberta, and Appel, Gary, *The Growing Classroom: Garden-Based Science*, Boston, MA: Addison Wesley, 1990.

Krezel, Cindy, *Kids Container Gardening: Year Round Projects for Inside and Out*, Batavia, IL: Ball, 2005.

Leslie, Clare Walker, *Nature Journaling: Learning to Observe and Connect with the World Around You*, Pownal, VT: Storey Books, 1998.

Lovejoy, Sharon, *Roots, Shoots, Buckets and Boots*, New York: Workman, 1999.

Lovejoy, Sharon, *Trowel and Error: Over 700 Tips, Remedies and Shortcuts for the Gardener*, New York: Workman, 2003.

Sobel, David, *Place-based Education: Connecting Classrooms and Communities*, Great Barrington, MA: The Orion Society, 2004

## **Food and Nutrition Books**

Child, Lauren, *I will Never Not Ever Eat a Tomato*, Cambridge, MA: Candlewick Press, 2000.

Cooper, Helen, *Pumpkin Soup*, New York: Farrar Straus Giroux, 1999.

Douglas, Ann, and Douglas, Julie, *Body Talk: The Straight Facts on Fitness, Nutrition, and Felling Great About Yourself!*, Toronto: Maple Tree Press, 2006.

Ehlert, Lois, *Eating the Alphabet*, San Diego, CA: Harcourt Brace Jovanovich, 1989.

Fleming, Denise, *Lunch*, New York: Henry Holt and Co., 1992.

French, Vivian, *Oliver's Fruit Salad*, New York: Orchard Books, 1998.

Hoberman, Mary Ann, *The Seven Silly Eaters*, San Diego, CA: Harcourt Brace, 1997.

Hughes, Meredith Sayles, *Cool as a Cucumber, Hot as a Pepper: Fruit and Vegetables*, Minneapolis, MN: Lerner Publications, 1999.

Kalbacken, Joan, *Vitamins and Minerals*, New York: Children's Press, 1998.

Kurtz, Shirley, *Applesauce, Intercourse*, PA: Good Books, 1992.

Leedy, Loreen, *The Edible Pyramid: Good Eating Every Day*, New York: Holiday House, 1994.

Lewis, Kevin, *The Runaway Pumpkin*, New York: Orchard Books, 2003.

McCarthy, Rose, *Food Labels: Using Nutritional Information to Create a Healthy Diet*, New York: Rosen Publishing Group, 2005.

Patent, Dorothy Hinshaw, *Nutrition: What's in the Food We Eat*, New York: Holiday House, 1992.

Reynolds, Aaron Chicks & Salsa, New York: Bloomsbury Children's Books, 2005.

Rockwell, Lizzy, *Good Enough to Eat: A Kid's Guide to Food and Nutrition*, New York: Harper Collins, 1999.

Schotter, Roni, *A Fruit and Vegetable Man*, Boston, MA: Joy Street Books, 1993.

Schuetz, Sarah, *An Alphabet Salad: Fruits and Vegetables from A to Z*, Mankato, MN: A+ Books, 2003.

Schuetz, Sarah, Eating Pairs: Counting Fruits and Vegetables by Twos, Mankato, MN: A+ Books, 2003.

Sears, William, Sears, Martha, and Kelly, Christie Watts, Eat Healthy, Feel Great, Boston, MA: Little, Brown, 2002.

Sharmat, Mitchell, Gregory, the Terrible Eater, New York: Four Winds Press: Macmillan, 1985, 1980.

Spirin, Gennady, A Apple Pie, New York: Philomel Books, 2005.

### **Nutrition Cookbooks for Kids**

American Cancer Society, Kids' First Cookbook: Delicious-nutritious Treats to Make Yourself!, Atlanta, Ga. : American Cancer Society, 2000.

Cook, Deanna F., Kids' Multicultural Cookbook, Charlotte, VT: Williamson Publishing Co., 1995.

Jacobson, Michael, Tobler, Laura Hill, and the Center for Science in the Public Interest, Kitchen Fun for Kids: Healthy Recipes and Nutrition Facts for 7-12 Year Old Cooks, New York: H. Holt, 1991.

Katzen, Mollie, Pretend Soup and More Real Recipes, Berkeley, CA: Tricycle Press, 1994.

Katzen, Mollie, Salad People and more Real Recipes, Berkeley, CA: Tricycle Press, 2005.

Moore, Carolyn E., Kerr, Mimi H., and Shulman, Robert J., Young Chef's Nutrition Guide and Cookbook, New York: Barron's, c1990.

### **Physical Activity Books and Resources**

Altman, Roberta, Jump, Wiggle, Twirl and Giggle: 25 Fun and Easy Movement Activities for Every Day, New York: Scholastic Professional Books, 2000.

Brubaker, Kimberly, Energy Makes Things Happen, New York: Harper Collins, 2003.

Buchanan, Peggy, and Schwartz, Linda, Movin' and Groovin': Fun Exercises to Do Any Time and Any Place-Plus Nutrition Tips, Yummy Recipes, and More, Santa Barbara, CA: Learning Works, Inc., 1997.

## **Books on Goal-Setting**

Espeland, Pamela, and Verdick, Elizabeth, Making Every Day Count: Daily Readings for Young People on Solving Problems, Setting Goals and Feeling Good About Yourself, Minneapolis, MN: Free Spirit, 1998.

## **School Health Resources**

### **United States Centers for Disease Control and Prevention (CDC)**

Fact Sheet – Foods and Beverages Sold Outside of the School Meal Programs  
[http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/outside\\_food.pdf](http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/outside_food.pdf)

Fact Sheet – Food Service  
[http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/food\\_service.pdf](http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/food_service.pdf)

Fact Sheet – Nutrition Services  
<http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/nutrition.pdf>

Morbidity and Mortality Weekly Report (MMWR) – Recommendations and Reports: Guidelines for School Health Programs to Promote Lifelong Health Eating  
<ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4509.pdf>

Establish Nutrition Standards for Competitive Foods  
<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/pdf/approach1.pdf>

Influence Food and Beverage Contracts  
<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/pdf/approach2.pdf>

Make More Healthful Foods and Beverages Available  
<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/pdf/approach3.pdf>

Adopt marketing Techniques to Promote Healthful Choices  
<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/pdf/approach4.pdf>

Limit Student Access to Competitive Foods  
<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/pdf/approach5.pdf>

Use Fundraising Activities and Rewards that Support Student Health  
<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/pdf/approach6.pdf>

School Health Index (SHI)  
<http://apps.nccd.cdc.gov/SHI/Static/Introduction.aspx>

Child Nutrition and WIC Reauthorization Act of 2004  
<http://www.gop.gov/Committeecentral/bills/s2507.asp>

Promoting Healthy Eating and Physical Activity for a Healthier Nation  
<http://www.cdc.gov/HealthyYouth/publications/pdf/PP-Ch7.pdf>

Building a Healthier Future Through School Health Programs  
<http://www.cdc.gov/HealthyYouth/publications/pdf/PP-Ch9.pdf>

### **United States Department of Agriculture (USDA)**

Healthy Schools – Local Wellness Policy  
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

The Income Volatility See-Saw: Implications for School Lunch  
<http://www.ers.usda.gov/Publications/err23/err23.pdf>

### **Action for Healthy Kids**

Wellness Policy Development Tool  
[http://www.actionforhealthykids.org/devel/resources\\_wp.php](http://www.actionforhealthykids.org/devel/resources_wp.php)

Campaign for School Wellness  
[http://www.actionforhealthykids.org/special\\_CswGameon.php](http://www.actionforhealthykids.org/special_CswGameon.php)

The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools  
<http://www.actionforhealthykids.org/pdf/Learning%20Connection%20-%20Full%20Report%2011006.pdf>

An Action for Healthy Kids Report: Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity  
[http://www.actionforhealthykids.org/pdf/report\\_small.pdf](http://www.actionforhealthykids.org/pdf/report_small.pdf)

Taking Action for Healthy Kids: A Report on the Healthy Schools Summit and the Action for Healthy Kids Initiative  
[http://www.actionforhealthykids.org/pdf/the\\_report.pdf](http://www.actionforhealthykids.org/pdf/the_report.pdf)

### **National Association of State Boards of Education**

Healthy Schools Fit, Healthy, and Ready to Learn: A School Health Policy Guide  
<http://www.nasbe.org/HealthySchools/fitthealthy.html>

## **Model School Wellness Policies**

<http://www.schoolwellnesspolicies.org/>

## **School Nutrition Association**

<http://www.asfsa.org/>

## **Clinton Foundation: Alliance for a Healthier Generation**

Press Release: Program to Help Schools Create a Healthier Environment for the Nation's Students

<http://www.clintonfoundation.org/021306-nr-cf-hs-hk-usa-pr-program-to-help-schools-create-healthier-environment-for-students.htm>  
<http://www.healthiergeneration.org/engine/renderpage.asp?pid=s010>

## **American Heart Association**

Nutrition and Children

<http://circ.ahajournals.org/cgi/content/full/95/9/2332>

Dietary Guidelines for Healthy Children

<http://www.americanheart.org/presenter.jhtml?identifier=4575>

Fiber and Children's Diets

<http://www.americanheart.org/presenter.jhtml?identifier=4608>

## **Gardening and Healthy Foods in Schools**

Kids Gardening

<http://www.kidsgardening.com/>

The Edible Schoolyard – Martin Luther King Jr. Middle School, Berkeley, CA

<http://www.edibleschoolyard.org/>

Slow Food USA – School Education Projects

<http://www.slowfoodusa.org/education/>

The Center for Ecoliteracy – Rethinking School Lunch

<http://www.ecoliteracy.org/>