

HARVEST *of the* MONTH


Seasonal snacks from garden to classroom

MARCH 2016 – Mixed Lettuce

CSG uses our **Educational Roots (RootEd)** frame to design lessons for our gardens.

The four core areas of RootEd are intended to enhance academic learning and include: cultivating gardening skills, providing experiential learning opportunities, promoting health and fitness, and nurturing social & cultural development.


Trivia Question and Lettuce Facts

 **QUESTION:** “This vegetable is 96% water, and grows in loose leaves or dense heads. It can be green, white, or red, and most of the time we eat it raw without any cooking.

 **FACTS:**

- Lettuce produces phytonutrients, a chemical that helps protect the plant from UV sun damage and from insect and disease attacks. When we eat lettuce, those same phytonutrients work to boost our immune system and protect us from disease.
- Dark and red leaves are more nutritious than light green or white lettuce varieties and parts.
- Americans eat about 30 pounds of lettuce per person each year.

Garden Lessons and Activities

 **Garden Salad 3rd Grade Performance-Based Assessment (PBA), developed by CSG and CCS**
SOLs & Reporting Categories: Science 3.1 (RC1), 3.5 (RC3), 3.7 (RC4), 3.8 (RC4), and 3.9 (RC4)

***For the complete Garden Salad Performance Task, contact Susan Ramsey or your school’s CSG Garden Coordinator**

Student Situation: You have just been told your school would like to serve a fresh, healthy salad to its students. Your school has garden beds already designed and built. Your Garden Coordinator will meet with your class to determine which plant your class will grow.

Student Product: 1) Harvest and eat a schoolyard-grown salad; 2) Design a presentation – brochure, flyer, poster, or slideshow – that includes:

- A map of the garden showing the planting plan for the garden salad – students can make a map on grid paper or use a map provided by your school’s garden coordinator
- A journal about growing your vegetable
- A timeline for your plant’s growth including pictures and descriptions of the 4 growth stages. Each student will be assigned a plant to observe and measure. Teachers can have students plant and measure over 4-6 weeks OR Teachers can have students make observations of the plant in the garden once and use Reference Sheet #1 for information on the other growth stages of the plant.

 **Consumers need Producers, and Producers need Decomposers – Science 3.5ab**

Lesson: Have students go to the garden and find a green plant growing somewhere (lettuce, grass, weeds, kale). Discuss that green plants are able to produce their own energy using sunlight, air, water and nutrients, and that makes them producers. Ask students to think about whether humans can produce energy in the same way. Since humans cannot, discuss why humans consume food in order to grow (making us consumers), and have students sample lettuce or another green growing in the garden at the time. As consumers we are dependent on being able to eat producers (or other consumers that have eaten producers) in order to survive, therefore the food chain begins with these green plants. Then, have students go to the compost pile or dig in the soil of a garden bed and discuss the ways in which producers need decomposers (bacteria, fungi, and invertebrates) to break down materials into nutrients in the soil for them to use. Have the students search for signs of decomposers (a worm, a mushroom, mold, etc), and finally, discuss the full food chain: decomposers break down nutrients for producers to use to make their own energy that we consume in a salad at lunch.