**Module 1 Lesson 1**

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| Title | What is your favorite vegetable? |
| Overview | In this beginning of the year lesson students begin to develop an idea of what a vegetable is and expand their vocabulary of the kinds of vegetables as first they choose their favorite, and then for homework, survey their parents about their favorite vegetables. |
| Standards | M.K.MD.1 describe attributesM.1.MD.4 organize, represent, interpret data with up to three categories, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another (while this is a first grade standard, it is something that we begin to work on in kindergarten and is appropriate as a part of this project)ELA.K.W.C11.1 participate in shared research and writing projectsELA.K.W.C11.2 with guidance and support recall or gather informationELA.K.SL.C13.1 participate in collaborative conversationsELA.K.SL.C14.2 add drawings or other visuals for more detailWE.K.1.04 identify healthy foods21C.O.PK-2.1.LS.2 Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information21C.O.PK-2.2.LS.1 Student engages with teacher assistance in a critical thinking process by conducting basic evaluations using simple criteria |
| Materials/Advance Preparation Needed | Chart paper/dry erase board for brainstormingLarge sheet of butcher paper3”x 3” squares of white construction paper (3 per student)Crayons/markersGluesticksLetter to families explaining project/homework assignment (sample attached)Internet/Interactive whiteboard (research in advance the vegetables that prove most popular in class survey, also have resources previewed to help in determining the difference between a fruit and a vegetable)Variety print resources (use your school library, local extension agent, local Farmer’s market, etc.) |
| Procedures/Steps | 1. Introduction--tour of school garden. (If you’re only doing indoor gardening, show supplies, if garden is still in planning stages, have photos/plans prepared). Invite discussion, questions, and spark interest in project. See photos of school gardens at <http://gigapan.com/gigapans?query=north+garden+gbl.>
2. Ask driving question/sub-question—“What is your favorite vegetable?” This discussion should be a brainstorming session as students share ideas. Discuss the concept of healthy vs. unhealthy foods at this point. List all responses on board and accept all answers, not making determination if a food is a vegetable or not. Let student discussion guide the time to have this discussion and use previewed resources as discussion warrants. This may begin a plan about whether it is possible to plant fruit in the garden.
3. Pass out a 3x3 card to students and have them write and draw their favorite from the list. Guide in how to graph cards on butcher paper. (The amount of time spent on this section will be determined on class experience with graphing)
4. Show family letter and explain process of having their family vote. (send two cards without explanation of one vote per parent to accommodate various family structures)
5. Closure—discuss predictions about how including family votes may or may not change graph.
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| Assessment (What will be the evidence of student learning?) | Teacher will monitor discussion during lesson and in subsequent lessons for varied vocabulary use focusing on vegetable names, attributes, and other science/garden language. Informally assess students' concept of using a visual representation (class graph) to record and interpret data. |