

Multicultural Garden Buddies



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TABLE OF CONTENTS

	PAGE
WHY implement a Multicultural Garden Buddies Garden Project?	1
Cross-Curricular Benefits	2
More Cross-Curricular Links	3
Florida State Standards	4-5
Resources <i>UGLY VEGETABLES</i>	6
The Ugly Vegetables Lessons and Activities	7
The Ugly Vegetables Vocabulary	8
More Ugly Vegetables Vocabulary and Resources	9
Ugly Vegetables Think_Pair-Share	10
The Ugly Vegetables Veggie Wrap Sandwich K-3	11-12
Ugly Vegetable Soup Recipe	13
Adjectives to Describe Fruits and Vegetables	14
Paper Plate Activity	15
The Patchwork Garden Book	16
The Patchwork Garden Lesson	17
The Patchwork Garden Related Activities	18
STEAM-THEMED: Science, Technology, Engineering, Art, and Math	19
Vegetable Dreams	20
Sip, Slurp, Soup, Soup / Caldo, Caldo, Caldo	21
Hispanic/Mexican Garden Info and Tips	22
Lesson Title: Three Stalks of Corn	23-24
People of the Corn Book	25
Three Stalks of Corn Book	26
Native American Gardening: Stories, Projects, and Recipes for Families Book	27
Native American Garden: Celebrate the Three Sisters: Corn, Beans and Squash	28-30
Cloudy with A Chance of Meatballs Book	31
Cloudy with A Chance of Meatball Lesson	32-34
Introduce Vocabulary: Cloudy with a Chance of Meatballs	35-39
Plant An Italian Herb Garden	40
Growing Vegetable Soup Book	41
The Vegetables We Eat Book	42
Vegetables on My Plate Book	43
Roots, Shoots, Buckets and Boots Book	44
A Kid's Herb Book	45
Gardening Lab Book	46
How Does My Garden Grow Book	47
My World Garden Book	48
The Gardener of Versailles Book	49
Theme Garden Ideas and Resources	50

WHY implement a Multicultural Garden Buddies Garden Project?

Research shows that children who work in cooperative group settings learn important social skills as well as becoming more motivated while working on a common problem. There are a couple of different models that may be used. One is the F.I.N.D.S. Research model and the other is Project Based Learning. These two models may be used in congruence, depending on the grade level you are teaching. The students will gain important researching skills as they create gardens and various garden projects. This may include a raised garden bed or something as simple as a container or soda bottle garden that can be done in the classroom on a windowsill. What they do with that research is dependent on the teacher's and students combined goals. As teachers and students navigate through this process, utilizing the Common Core Curriculum, you may integrate various disciplines- sciences, math, reading, music, research, technology and more. It is also hands-on and is a good way to include family involvement with real life applications.

Media specialists, volunteers, parents and community can all be involved. Teachers and PTA can look into help from local community groups and stores such as Whole Foods A Kindergarten and second grade gifted and high achiever class implemented the project. We used Children's Literature and had students work in teams in their classrooms and come up with a garden plan. They had to conduct research and make written and oral presentations. We implemented a variety of gardens- herbal, vegetable, flower, and more. The students discussed environmental issues. As the gardens were harvested, family members were encouraged to participate in making a soup and/or salad to eat. Students also placed flowers in vases and encouraged their families to have gardens at home. Any two or more classes can collaborate with the project. Each class can take on a different culture or component, or they can each garden with the same theme and compare and share results.

The idea for "**Multicultural Garden Buddies**" came from previous grants we had each implemented. We wanted to create a combining of gardening and incorporate technological resources. We paired up as a Kindergarten class with a 2nd grade class. We decided to incorporate a multicultural theme, which would allow us to explore gardening from around the world beginning with the story, "Ugly Vegetables."

"It's easy to appreciate a garden exploding with colorful flowers and fragrances, but what do you do with a patch of ugly vegetables?" Author/illustrator Grace Lin recalls such a garden in this charming and eloquent story.

The neighbors' gardens look so much prettier and so much more inviting to the young gardener than the garden of *"black-purple-green vines, fuzzy wrinkled leaves, prickly stems, and a few little yellow flowers"* that she and her mother grow. Nevertheless, mother assures her that *"these are better than flowers."* Come harvest time, everyone agrees as those ugly Chinese vegetables become the tastiest, most aromatic soup they have ever known. As the neighborhood comes together to share flowers and ugly vegetable soup, the young gardener learns that regardless of appearances, everything has its own beauty and purpose. This was a springboard for us to look at Chinese vegetables and then we decided to explore other types of cultural gardens.

From there you can explore other cultures!

CROSS-CURRICULAR BENEFITS

Myriad benefits include positive influences on student health and well being, environmental attitudes, academic performance, physical activity, and social skills. Students love making connections and working outdoors as well.

It is intended for the “garden to act as a springboard for reading and writing.” Books will be read and research will be done that connects reading and writing with different types of gardens: plants, fruit, vegetables and herbs from around the world. Students will work with a buddy classroom to complete the project. Students will create projects such as PowerPoints and booklets to display what they learned.

This grant can be adapted for use with students in grades K-12 on any level.

Some of the benefits are:

- Celebrating cultural diversity and demonstrating the benefits of multiculturalism.
- Creating multicultural garden and cooking projects within the school.
- Helping to develop strong local communities and school communities.
- Fostering healthy eating habits.

Science Skills

- Observing
- Measuring
- Comparing
- Predicting
- Testing
- Concluding

Science Related Activities

- * Soils
- * Seeds
- * Tools
- * Temperature
- * Plant Growth
- * Sunlight
- * Water Usage

Social Studies

- * Cooperative Working Skills
- * Increased Self Esteem
- * Agricultural Occupations
- * Ag Economics
- * Learning a Hobby

Language Arts Expressive Language

- * Listening
- * Speaking
- * Interviewing
- * Dramatizing
- * Questioning
- * Restating
- * Summarizing

Written Expression

- * Letter Writing
- Journaling
- Fictional Writing
- Recording Observations

Reading

- * Fictional Stories
- * Literature Appreciation
- * Directions
- * Seed Packets

MORE CROSS-CURRICULAR LINKS

Music

- Singing
- Instrumental Music
- Drama

Math

- * Geometry
- * Computation

Estimating and Measuring

- * Weighing
- * Volume
- Area
- Time
- Plant Growth

Recording

- * Logging
- * Graphing
- * Charting

Art

- * Rubbings
- * Pen & Ink
- * Puppets
- * Garden Gifts
- Vegetable Printing
- Vegetable Dyes
- Natural Collage
- Painting
- Sketching

Health

- * Nutrition Education
- * Foods and Diet
- * Tool Safety
- * Being Outdoors

Physical Education

- Walking
- Lifting
- Carrying
- Digging
- Planting
- Raking
- Dexterity and Balance

Florida State Standards

SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.

SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.

SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

WL.K12.AL.8.3 Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.

LAFS.K12.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

G.K12.3.2.1a Information in Multiple Contexts - Know: **Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.**

G.K12.3.2.1c Information in Multiple Contexts - Perform: **Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.**

G.K12.3.2.1d Information in Multiple Contexts - Accomplish: **Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.**

G.K12.3.2.1e Information in Multiple Contexts - Know: **Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book (e.g., table of contents, index, appendices, glossary, title page).**

G.K12.3.2.1g Information in Multiple Contexts - Perform: **Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.**

G.K12.4.1.2b Multiple Perspectives - Understand: **Compare and contrast multiple perspectives of a problem**

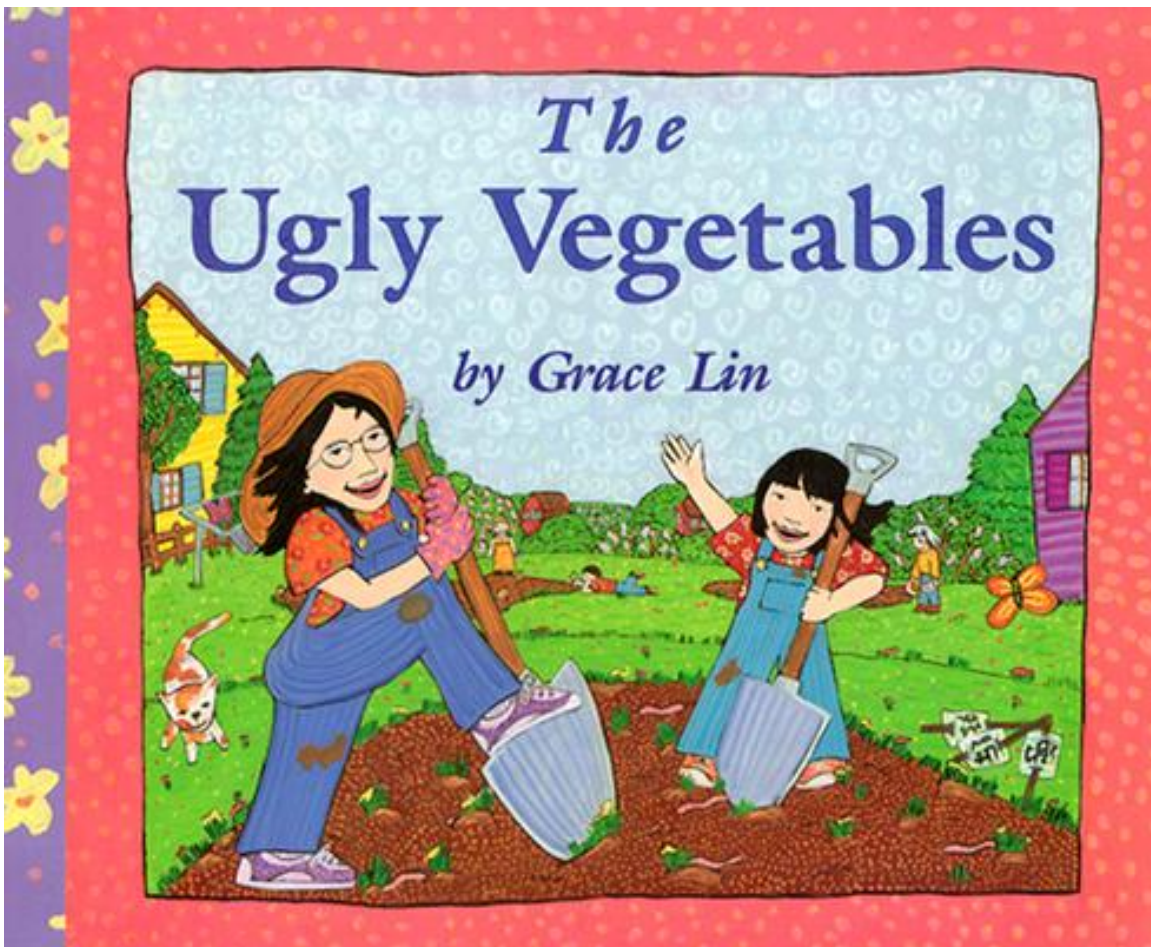
Resources UGLY VEGETABLES:

<http://jdaniel4smom.com/2013/05/dig-into-reading-22-garden-themed-books.html>

<http://www.pinterest.com/jcrenes/~-the-ugly-vegetables-~/>

http://www.gracelin.com/content.php?page=book_uglyveg&display=activities

Includes: **Chinese Lesson:** Learn how to speak the name of the Chinese vegetables in the book with these audio clips! **Performance: The Ugly Vegetables Play,** *The Ugly Vegetables* is available as a play! Have students act out the parts of Ma-Ma, Mei-Mei, Mrs. Crumerine and more!



THE UGLY VEGETABLES springs forth with the bright and cheerful colors of blooming flowers and bumpy, ugly vegetables. Grace Lin's colorful, playful illustrations pour forth with abundant treasures. Complete with a guide to the Chinese pronunciation of the vegetables and the recipe for ugly vegetable soup! Try it . . . you'll love it, too!
Hardcover \$12.73

The Ugly Vegetables Lessons and Activities



Students can create garden artwork. This is from:

<http://www.gracelinblog.com/2013/07/summer-school-visit.html>



An Ugly Vegetable Farmer's Market

The Ugly Vegetables: Vocabulary

Tier 1

garden: a plot of ground used for planting

vegetable: the edible part of a plant

shovel: a tool to move loose materials

hose: a tube to move liquid material

watering cans: container used to hold and pour liquid

Tier 2

wriggle: to move around by twisting

breeze: a current of air, wind

neighbors: people who live by each other

bloom: the flower of the plant

Tier 3

sprinkle: to scatter something into smaller pieces

wrinkle: a slight ridge on a surface

aroma: an odor that is usually pleasant

recipe: instructions for making something

wheelbarrow: a frame with handles on the pushing side and one wheel on the front

MORE UGLY VEGETABLES VOCABULARY AND RESOURCES

Chinese Vegetables Vocabulary - Just for Fun

Kong Shin Tsay (kung shin zai) - A stem which is hollow like a tube, "hollow heart vegetable."

Shiann Tsay (shen zai) - A red-lined, red-rimmed vegetable.

Jeou Tsay (joe zai) - Looks like blades of grass.

Torng Hau (tung how) - A vegetable with flowers and edible leaves.

Sheau Hwang Gua (show hwang gwa) - Long, thin, and colored vegetable with bumps that look like a cucumber.

Sy Gua (see gwa) - Has a spongy looking inside and it tastes best when fresh.

Kuu Gua (coo gwa) - A brightly colored, bumpy, and bittersweet vegetable, "bitter melon."

Fwo Loo Fwo (foo loo fwo) - Pale yellow gourds used for decorations.

Ugly Vegetables Vocabulary Resources

<http://voicethread.com/myvoice/#thread/2787274/14716171>

<http://quizlet.com/10284275/the-ugly-vegetables-flash-cards/>

<http://www.playkidsgames.com/games/memborgames/wordfind/wordfind.php?d=15330>

<http://kernelsoftruth.pbworks.com/w/file/51352219/The%20Ugly%20Vegetables%20Bin%20go.pdf>

<http://kernelsoftruth.pbworks.com/w/file/52308757/Who%20want%20to%20be%20a%20Millionaire.pptx>

The Ugly Vegetables: Think – Pair – Share

Name _____

Partner _____

Vocabulary Word	My Thought	Partners Thought	What we will Share

The Ugly Vegetables Veggie Wrap Sandwich K-3

Purpose

This is a follow-up activity to reading *The Ugly Vegetables* by Grace Lin

Learn about the nutrients in vegetables used in Chinese cooking

Assemble a simple wrap sandwich

Explain and demonstrate to students how to ask their parents to buy the ingredients for the Veggie Wrap sandwich.

MATERIALS

Fruit and Vegetable Photo Cards of the vegetables

Adjectives to Describe Fruits and Vegetables Using the Five Senses

Assortment of Chinese vegetables:

Bok Choy (chopped)

Carrot (buy it already grated)

Chinese parsley (Cilantro)

Snow peas (sliced lengthwise)

Daikon (chopped)

Red radish (chopped)

Napa cabbage (chopped)

Chinese eggplant (chopped)

Yard long beans (chopped)

Spinach (chopped)

Butter lettuce leaf

Paper plates, napkins, snack size baggies

Hoisin sauce

Prep Early in day or day before:

1. Wash vegetables.
2. Carefully separate butter lettuce leaves. Place one leaf with a small amount of vegetables into a snack size baggie.

Lesson/Activity

1. Show students the selected Fruit and Vegetable Photo cards. Talk about the vitamins in each one. Which Chinese vegetable has the most vitamin C? Vitamin A?
2. Talk about the beautiful colors of the vegetables. Remind students to eat a variety of colorful fruits and vegetables each day. Orange, white, green, red, yellow blue and purple. Explain that the plant colors are made by the vegetables to protect them from viruses. When we eat colorful vegetables, the plant colors can help protect us from getting sick too.
3. Give each student one baggie full of vegetables.
4. Explain they will be making a Chinese wrap sandwich.
5. Have students empty contents onto a paper plate. How many vegetables can they name?
6. Have students close their eyes and smell the vegetables on the plate. Use descriptive words to describe what they smell. Use descriptive words to describe what they see.
7. Instruct students to lay their lettuce leaf flat on the plate and place the chopped vegetables on top.
8. Add some Hoisin sauce. Hoison sauce is made from soy, garlic and chili and is used in Chinese cooking. For younger students you will have to pour the Hoisin sauce onto their wrap, older students can pour their own sauce onto their wrap. Caution students the sauce makes the vegetables a little spicy.
9. Depending on the size of the lettuce leaf, students can roll their vegetables and sauce into a wrap sandwich. For a complete easy meal, add cooked lean protein like chicken, beef or tofu and add some fresh fruit.

Discussion

Ask students if they think their parents would buy the vegetables for the wrap? Why or why not?

Discuss how they might ask family members to buy the ingredients. With you being the parent, have students role play this conversation pretending to be in the produce area of the grocery store.

Extension Activities

1. Download from <http://www.gracelin.com/media/book/uvcolorpage.pdf> a coloring page from the Ugly Vegetables. Have students make a book of the Chinese vegetables they have eaten.
2. Purchase a sample of each vegetable to show in its whole state. Discuss the colors of each one. Encourage students to touch and smell.
3. Mystery Box. Place unusual Chinese vegetable in a covered box for students to feel and guess.
4. Gather or make white “cafeteria hats” for students. Have students glue pictures of the Chinese vegetables onto their hat. They could also draw their own pictures on their hat and color.
5. If you can find the traditional Chinese vegetables in the recipe below, make the Ugly Vegetable Soup.

<http://www.lessonplanet.com/teachers/lesson-plan-the-ugly-vegetables-veggie-wrap-sandwich>

UGLY VEGETABLE SOUP RECIPE

Ingredients

1 can chicken broth
1 can water
5 dried scallops
4 oz. piece of chicken
Cornstarch
1/2 cup of chopped sheau hwang gua
1 cup chopped sy gua
1 cup torng hau
1 cup shianfg tsay
1 cup kong shin tsay
pepper

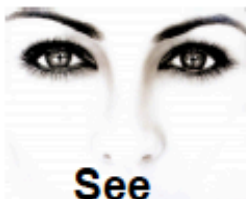
Directions

Bring chicken broth, water and scallops to a boil in a large pot. While waiting, cut chicken up into bite size pieces and coat them with cornstarch. Wash all the vegetables. When broth begins to boil, put the chicken pieces in, one by one. When the chicken begins to look cooked, add the sheau hwang gua and the sy gua. Turn heat to low and let soup simmer for about 10 minutes. Then turn the soup to a high boil. Quickly add the torng hau, shian tsay and kong shin tsay and let them boil for 1 minute. Add pepper to taste and serve. Serves 5.

http://www.gracelin.com/content.php?page=book_uglyveg&display=activities

Adjectives to Describe Fruits and Vegetables Using the Five Senses

You can add your own adjectives too!



See



Smell



Hear



Touch



Taste

Green
Red
Orange
Purple
Yellow
Brown
Tan
White
Blue
Light + color
Dark + color
Colorful
Appealing
Appetizing
Shiny
Small
Medium
Large
Thick
Thin
Long
Short
Skinny

Sweet
Sour
Bitter
Awful
Spicy
Fresh
Delicious
Fragrant
Stale
Stinky
Clean

Crunchy
Crisp
Juicy
Silent
Snap
Swish
Crackle

Soft
Hard
Light
Heavy
Sticky
Smooth
Wet
Firm
Bumpy
Dry
Mushy
Tough
Rough
Chewy

Sweet
Sour
Bitter
Delicious
Fresh
Tangy
Tart
Tasteless
Tasty
Plain
Mouthwatering
Yummy
Good
Bad
Refreshing





Paper Plate Activity: Students write facts on vegetables.



Tonia loves to listen to her Abuela's stories about when she was a young girl. When her grandmother remembers planting a vegetable garden "on my own little square patch of land," Tonia wishes she too could have her very own garden. Their apartment building is surrounded by cement, but Abuela reminds her that it only takes a small patch of land to grow tomatoes or squash and even carrots. And soon, they have a plan!

First, they speak to Father Anselmo about a weed-filled lot behind the church. He likes the idea of beautiful green plants instead of weeds, and fresh vegetables sound delicious too! With help from her family, Tonia yanks out the weeds and plants rows of vegetables. Each day after school, she and Abuela water the seedlings and pull out weeds that have sneaked in between the plants. In a few weeks, "the garden was green with lacy carrot tops in a row, vines of squash curling on the ground and bushy green tomato plants."

Tonia loves the garden, but feels sad for all the children who walk by and wish they had a garden of their very own, too. Then her grandmother's quilt gives Tonia an idea. Together they find little plots of land all around the neighborhood for the other children, and soon the community is full of small garden patches that remind Tonia of Abuela's patchwork quilt.

With brightly hued illustrations that depict a cityscape full of multiple generations working towards a common goal, children ages 7-10 will be inspired to plant and perhaps even eat their own vegetables after reading this charming bilingual picture book.

The Patchwork Garden Lesson

Resources: Reading Is Fundamental

Author: Diane de Anda **Illustrator:** Oksana Kemarskaya

Themes: Gardening, Community, Healthy Living, Family

Book Brief: After finding her own patch of dirt to plant a garden, a young girl inspires her neighbors to follow her example and grow their own vegetables.

Before reading: Ask children what they think the title means. What is a patchwork garden? How would a patchwork garden be different from a regular garden? What experiences have the children had with gardens? Ask what they think grows in a garden

BEFORE WE READ, LET’S LOOK AT...

The Cover: Who do you think the main character of the story is based on the cover picture? Why?

The Pictures: Take a quick picture walk. What can students predict about the story based on the pictures? Where does this story take place?

Prior Knowledge: What does “patchwork” mean? Explain that the term patchwork means to take different pieces of something, usually fabric, and put them together to make something whole. What is a patchwork garden?

Vocabulary: abuela, patchwork, crowd

Purpose for Reading: **Cause and Effect.** “Think about what happened to start the patchwork garden and the effect it had on the community as a whole.”

WHILE WE READ: MONITORING COMPREHENSION

Where do you think Tonia might live? Why?

What can you *infer*, or guess, about the relationship between Tonia and Abuela?

How did the other children feel when they saw Tonia’s garden?

Why did Tonia create the Patchwork Garden Club?

LET’S THINK ABOUT IT:

Our Purpose: What event started the idea of the patchwork garden? What impact did the garden have on the community?

Extending Our Thinking: Have students brainstorm ideas for places they could start a patchwork garden club. How would a garden club help the community? What challenges would students face? What are some possible solutions to those challenges?

The Patchwork Garden RELATED ACTIVITIES

PLANT A SALSA GARDEN (AGES 5-12)

Materials: cilantro, onion, pepper, and tomato seeds; pots and soil or garden space. Who doesn't love chips and homemade salsa? Start a salsa garden by having children plant cilantro, onions, peppers, and tomatoes. (Use pots if no garden space is available.) Once the plants are ripe, have children harvest them and make salsa. A super simple recipe with video can be found at:
<http://www.parentearth.com/recipes/four-amigas-making-salsa/>

SEED VIEWER (AGES 5-8)

Materials per child: plastic cup, paper towel, plastic wrap, water, and lima bean seed. Have each child moisten a paper towel and place it in a plastic cup. Place the lima bean seed between the cup and the paper towel so it can be seen from the outside. Cover top of cup with plastic wrap. Place the cup near a window. Observe how the seed changes over the next few days. Place one seed cup in a dark area. Did that seed grow like the others?

PATCHWORK ARTWORK

Materials: colored paper or magazines, scissors, glue, large sheet of paper or newspaper. Cut squares or other shapes out of magazines or colored paper. Glue the shapes onto a large sheet of paper to make a pattern or picture, like a patchwork quilt. When it's dry, you can use the paper as wrapping paper!

APPLE OF AN APP!

Like Tonia, a boy named Nicolas decided to grow his own vegetable garden. He decided he wanted to help kids find healthful foods and so the Nicolas' Garden app was born! Go to www.nicolasgarden.com/pages/app to download this free app for recipes with step-by-step instructions, grocery store checklists, and a section of tasty foods that are good for you.

STEAM-THEMED: Science, Technology, Engineering, Art, and Math

SCIENCE/MATH TOMATO TASTE TEST

Question: Do homegrown tomatoes taste better than tomatoes from the store?

Research: Take a class poll or have students poll others. Record the answers on a graph.

Hypothesis: Make a hypothesis based on the results of the poll.

Procedure: To test the hypothesis, get one tomato from a farmers market or garden and one from the store. Cut the tomatoes into small pieces and place them on paper plates labeled A and B; keep the tomatoes separate. Do not tell children which tomato came from which place. Let students sample each tomato and vote for their favorite.

Data Analysis: Tally the student responses on the board.

Report Results: Reveal which tomato was homegrown and which was store bought. Was the hypothesis correct? What variables may have changed the results?

TECHNOLOGY: GOING GREEN

Students can sharpen their “going green” skills by logging on to

<http://pbskids.org/arthur/games/groovygarden/index.html>

ENGINEERING SCIENCE: BUILD A GERMINATOR

Materials per student: 1 plastic baggie with zipper, 1 paper towel, 1/2 cup water, 4 lima bean seeds, stapler, ruler, markers, tape

Have students fold paper towels so they fit inside the baggie. Using a ruler, measure 3 inches from the top of the baggie; draw a horizontal line across the bag.

Staple along the line to create a shelf for the seeds. Pour in water and let it absorb into paper towel. Add seeds onto shelf. Seal baggie closed. Tape the germinators onto a window to gather sunlight. Observe and record what happens to the seeds. Once germinated, seeds can be removed and planted in soil.

MATH/SCIENCE: SPACE INVADERS

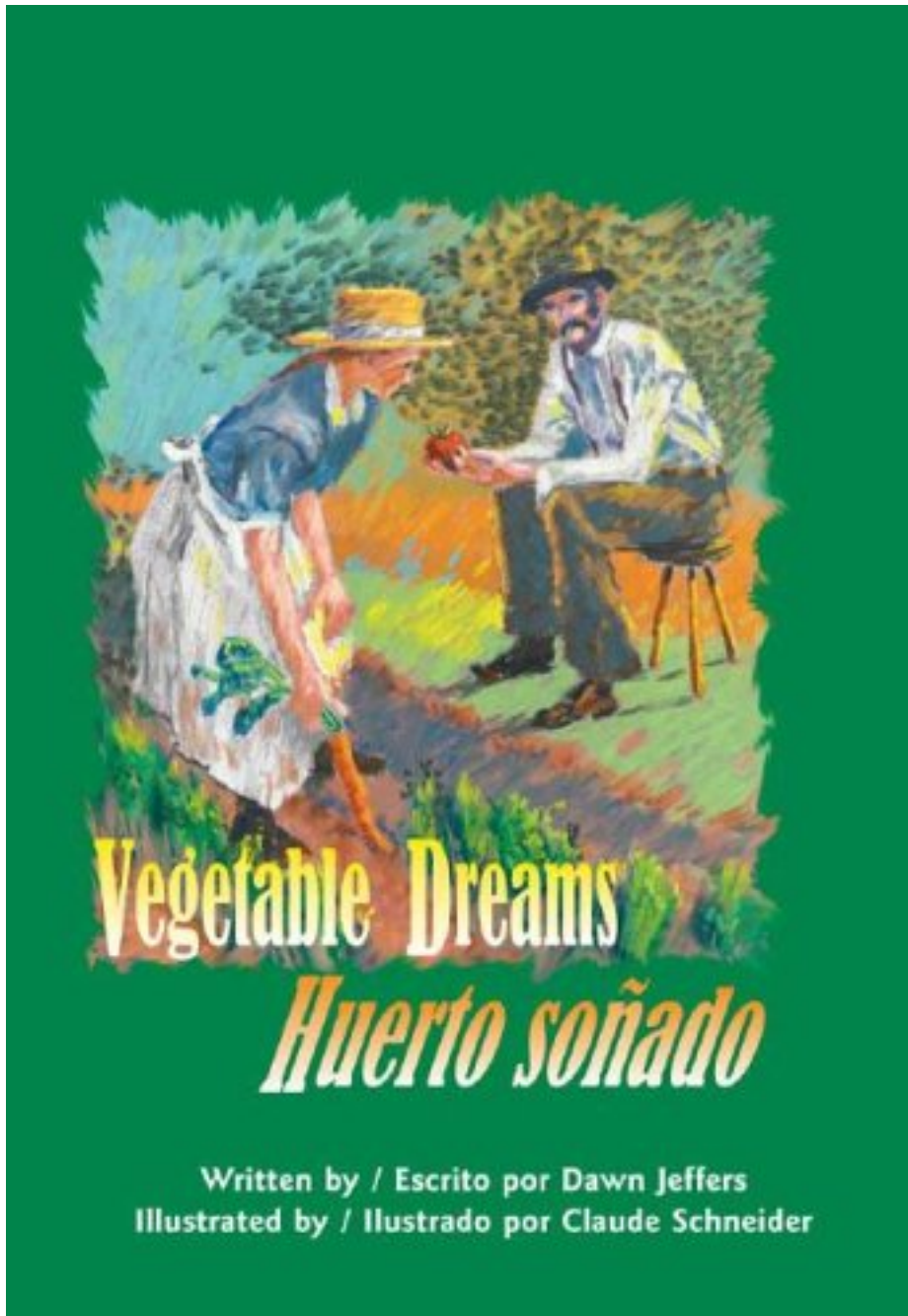
Materials: 5 small pots, soil, radish seeds

Help students see the importance of correct seed spacing when planting. In pot 1, plant 1 radish seed. In pot 2, plant 5 seeds. In pot 3, plant 10 seeds. In pot 4, plant 15 seeds. In pot 5, plant 20 seeds. Water seeds and let them grow. Once the radishes have matured, compare the size of radishes from each pot. Measure the width of each radish. Chart the results. What might explain the differences in size?

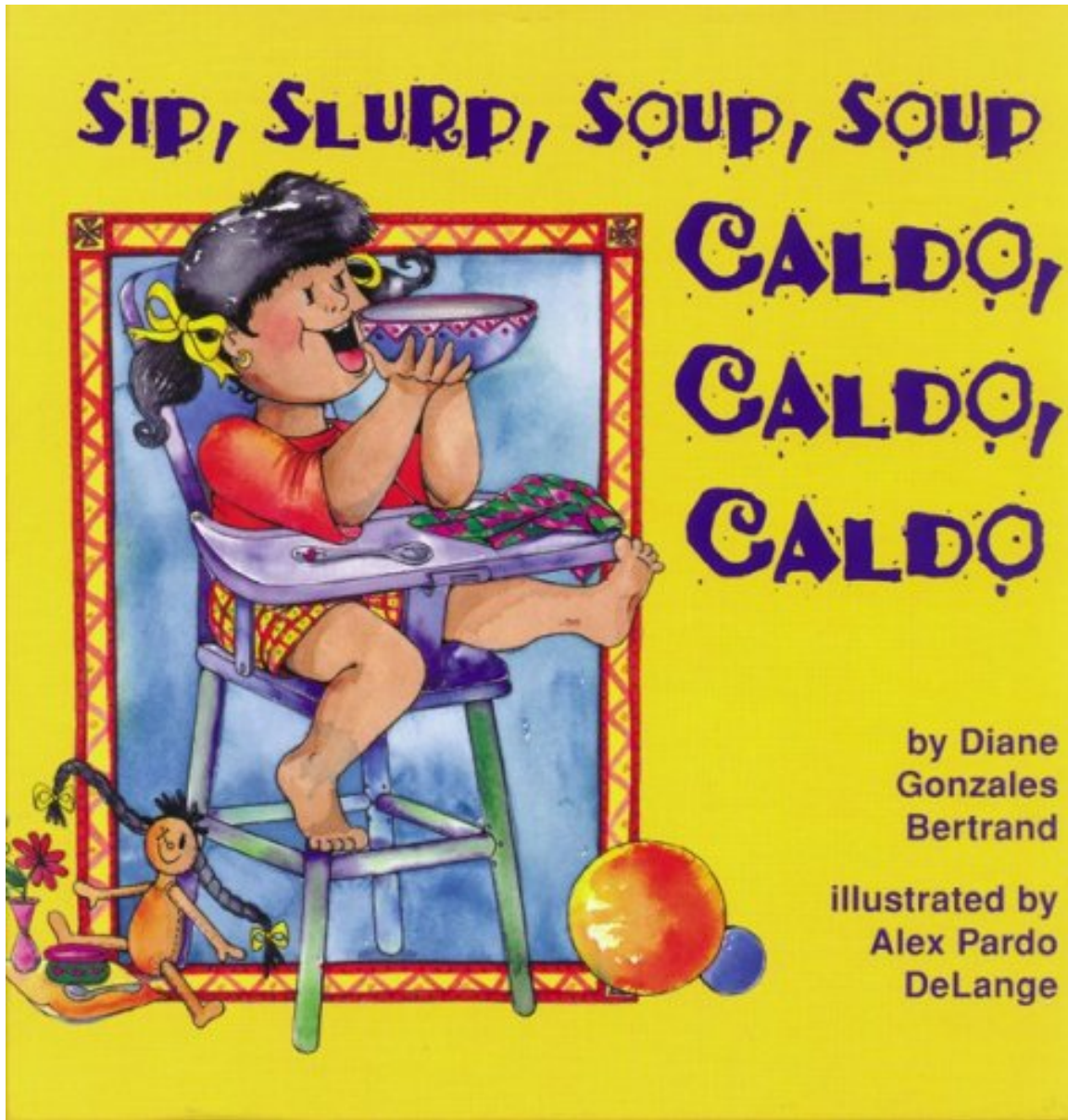
ART: A GIFT THAT GROWS

Materials: paper, markers or crayons, glue, flower seeds

Brighten someone’s day and the earth at the same time! Make a homemade card out of recycled materials. Glue flower seeds onto the card to decorate it. Send the card to someone special along with instructions for them to plant the card after reading it. Soon your card will give them more than just a smile



Kindergarten-Grade 2—Erin dreams of having a vegetable garden but her parents don't think she is ready to take on such a responsibility. Luckily, Mr. Martinez, her elderly neighbor, has a lifetime of gardening experience and offers to share his plot with her. Together, they plan for, plant, and carefully tend the seedlings. As the vegetables grow, so does their friendship. What the story lacks in excitement or character development, it makes up for in its portrayal of the slow and steady passing of the summer growing season. The impressionistic pastel illustrations suit the quiet mood perfectly, and the Spanish translation is adeptly done.



Sip, Slurp, Soup, Soup / Caldo, Caldo, Caldo Paperback by [Diane Gonzales Bertrand](#) (Author), [Alex Pardo Delange](#) (Illustrator)

"On rainy Sunday mornings when Mama pulls out her tall, dark soup pot with tiny white spots, we know it will be a *caldo* day. *Caldo, caldo, caldo.*" The kids know they are in for a special treat when Mama begins preparing her delicious beef vegetable soup. Mama's *caldo* "fills up a warm spot inside us," and stops the sniffles, softens a cough, settles the stomach, and soothes a backache. It even massages tired feet!

Hispanic/Mexican Garden Info and Tips

Utilizing the Internet for research students can find facts and information such as the following.

Mexican cooking utilizes many vegetables and herbs that are adaptable to North American gardens, so you can have a fresh supply of ingredients called for in Mexican dishes on hand. A Mexican garden provides fresh ingredients to make tasty Mexican dishes and may be one of the most colorful and attractive spots in a garden.

Chepil is deep-rooted and drought-resistant with leaves and flowers that are steamed and eaten as a vegetable.

Cilantro or coriander reseeds easily and adds a unique, tangy flavor to many Mexican dishes.

Indian paintbrush is a Zapotec herb used in cooking beans and rice. Mexican bay leaf or laurel, which is thinner-leafed than Mediterranean bay, is used for pickling or in cooked soups, sauces and meat dishes.

Chamomile is used to make tea. Peppermint is used like spearmint and prefers a shady location.

Mexican parsley is added to rice, stews and casseroles, and to green mole toward the end of cooking. Lamb's quarter has a spinach-like flavor and is eaten raw or served as a cooked vegetable.

Lemon grass, which was used for tea traditionally, can be added to chicken broth or soup.

Thyme is used in pickled chiles and marinades with meats, mushrooms and cooked sauces.

Pursaine has a sharp, cooling flavor that is eaten raw in salads, or steamed, sautéed with onion and chili or in green mole.

Leave space for the plants that no Mexican garden would be complete without: chiles.

Chiles are found in a variety of flavors, from fiery hot to mild to sweet. Chiles most often found in American gardens include bell peppers, California green chiles, habeneros, pimentos, jalepeno, ancho, pasilla, serrano, and banana pepper.

Lesson Title: Three Stalks of Corn

Resources: <http://kernelsoftruth.pbworks.com/w/page/51997051/Three%20Stalks%20of%20Corn-%20Lesson%20Introduction%20D1>

Material:

Three Stalks of Corn by Leo Politi

Vocabulary Notebook-[notebook-vocab.pdf](#)

Marzano Vocabulary Activities [Marzano 6 steps](#)

Three Stalks of Corn Vocabulary: [Three Stalks of Corn-Vocabulary](#)

Procedure:

Introduction: Have you ever seen corn growing in a field?

How many of you have eaten corn?

Many cultures around the world use corn as their main food source. We are going to begin a short unit on corn by beginning with reading a story called "*Three Stalks of Corn.*"

During the Lesson:

Step One: As we read the story I want you to pay close attention to the legend of how corn was discovered. But first we are going to list our new vocabulary words in our vocabulary notebook.

1. Write the word
2. Rate your understanding of the word
3. After we read the story we will go back to our vocabulary notebook, write our definition, use the word in a sentence, and draw a picture to go with each word.

Step Two:

Read "Three Stalks of Corn"

Step Three:

After reading the story return to vocabulary notebook and finish vocabulary cards.

Step Four: (Homework)

Students will create a visual representation of vocabulary words. Students may use the following online sources or create a poster or Power Point.

<http://edu.glogster.com/?ref=com>

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

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

Assessment:

Students will be assessed on creation of a visual representation of vocabulary words.

Three Stalks of corn Vocabulary Rubric.pdf

Additional Resources:

To help with students with vocabulary follow Marzano 6 steps. There are additional cartoon clips

and games to assist students.

<http://kernelsoftruth.pbworks.com/w/page/51109620/Marzano%20%20steps>



Academic Vocabulary Grade ____

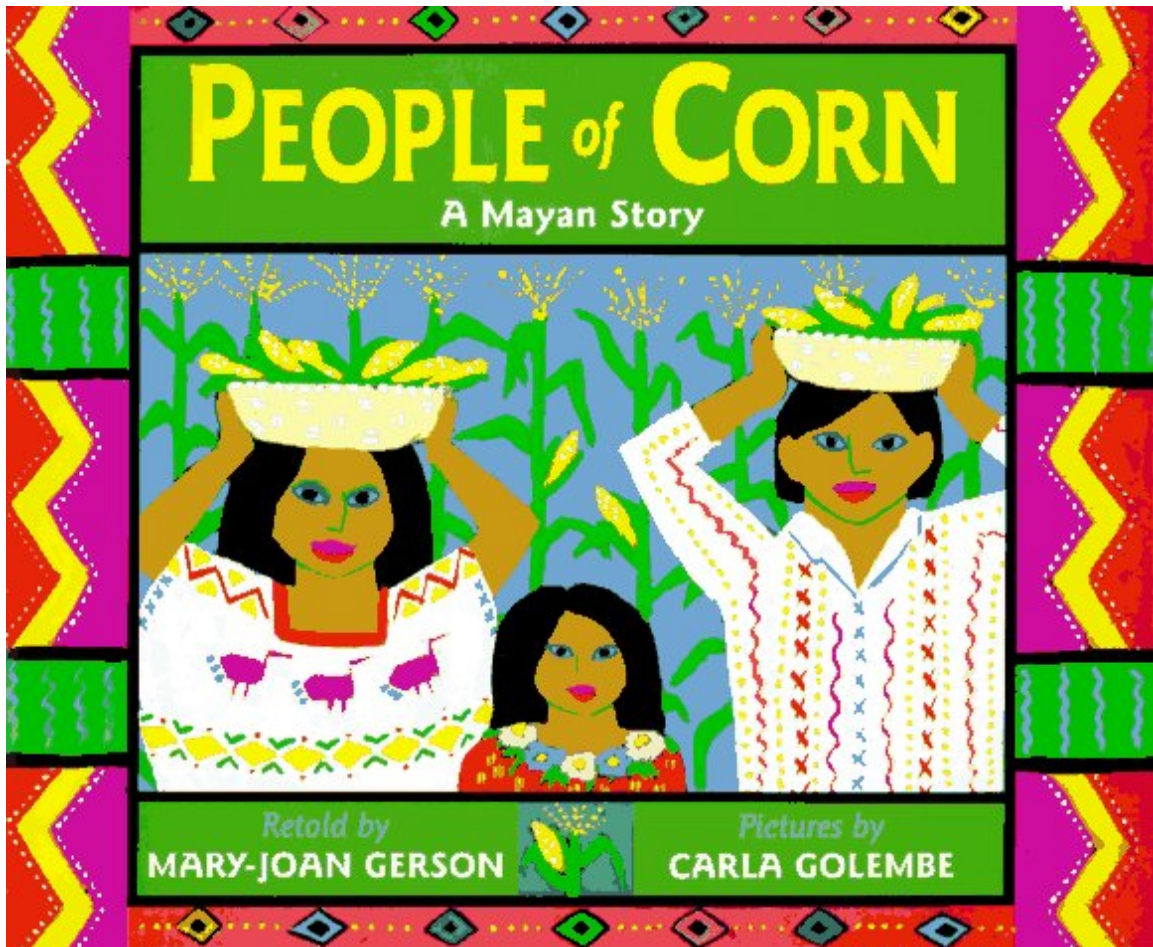
Name: _____

Vocabulary Term:	Understanding Level		√+	√	√-	X
In My Own Words (Describe):						
Draw:	New Info:					

Three Stalks of Corn Vocabulary

Student Name: _____

CATEGORY	4 pts	3 pts.	2 pts.	1pt.
Vocabulary	All vocabulary words are used in display.	13-18 vocabulary words are used in display.	7-12 vocabulary words are used in display.	0-6 vocabulary words are used in display.
Grammar	No grammar errors were found.	1-3 grammar errors were found in display.	4-7 grammar errors were found in display.	Over 7 grammar errors were found in display.
Graphics	Graphics used related to all vocabulary words.	Graphics used related to 13-18 of vocabulary words.	Graphics used related to 7-12 vocabulary words.	Graphics used related to 0-6 vocabulary words.
Mechanics	Proper mechanics were used throughout display.	1-4 mechanical issues were found in display.	5-8 mechanical issues were found in display.	Numerous mechanical issues were found in display.
Neatness	Display was organized and neat. It was easy to relate vocabulary words with graphic.	Display was neat, but had some organization issues with vocabulary words and graphics.	Display was neat, but was not organized with vocabulary words.	Display was not neat or organized. It was difficult to relate vocabulary words with graphics.



People of Corn: A Mayan Story Hardcover by [Mary-Joan Gerson](#) (Author), [Carla Golembe](#) (Illustrator)

Kindergarten-Grade 3 This Mayan creation myth opens in the present, depicting the importance of corn in the physical and spiritual lives of the people. Readers are then taken back to "the beginning," where the gods, Plumed Serpent and Heart of Sky, create life. Their first effort at living creatures results in animals; the second in wooden puppets. Unfortunately, the animals cannot speak and the puppets lack hearts: neither has what is needed to honor the gods. It is the gods' discovery of corn, "planted in mystery by the Grandmother of Light," that leads to the formation of the first flesh-and-blood Mayans, a people with the capacity to celebrate and remember their origins. A final act of the gods is woven seamlessly into current beliefs as the story returns to the present. The language is poetic, yet familiar. Those who have heard other creation stories (especially Genesis) will recognize the similarities. Gerson provides a brief, but well-chosen background of the Mayans as well as a source note. Golembe's flat gouache colors on black paper become even more brilliant and fanciful as the myth unfolds, yielding green and pink gods, magenta tree trunks, lavender temples. The colorful figures are in high contrast to their backgrounds, making this a good choice for group viewing. Borders based on authentic fabric designs decorate each page of text.



Three Stalks of Corn by [Leo Politi](#) (Author)

Originally published in 1976 *Three Stalks of Corn* is the story of a loving relationship between a Mexican-American child, Angelica, and her grandmother in California. As they work in the vegetable garden, Angelica's grandmother explains how important corn has always been to her people; they play together with cornhusk dolls; and they make tortillas. Two recipes are included.

NATIVE AMERICAN GARDENING

STORIES, PROJECTS AND RECIPES
FOR FAMILIES



MICHAEL J. CADUTO AND JOSEPH BRUCHAC

FOREWORD BY GARY PAUL NASHAN • PREFACE BY MARJORIE WATERS

Native American Gardening: Stories, Projects, and Recipes for Families Paperback
by [Michael J. Caduto](#) (Author), [Joseph Bruchac](#) (Author) \$13.72

Readers will learn about the relationships between people and the gardens of Earth, seed preservation, Native diets and meals, natural pest control, and the importance of the Circle of Life.

Native American Garden: Celebrate the Three Sisters: Corn, Beans and Squash

According to Iroquois legend, corn, beans, and squash are three inseparable sisters who only grow and thrive together. This tradition of interplanting corn, beans and squash in the same mounds, widespread among Native American farming societies, is a sophisticated, sustainable system that provided long-term soil fertility and a healthy diet to generations. Growing a Three Sisters garden is a wonderful way to feel more connected to the history of this land, regardless of our ancestry.

Corn, beans and squash were among the first important crops domesticated by ancient Mesoamerican societies. Corn was the primary crop, providing more calories or energy per acre than any other. According to Three Sisters legends corn must grow in community with other crops rather than on its own - it needs the beneficial company and aide of its companions.



The Iroquois believe corn, beans and squash are precious gifts from the Great Spirit, each watched over by one of three sisters spirits, called the De-o-ha-ko, or “Our Sustainers.” The planting season is marked by ceremonies to honor them, and a festival commemorates the first harvest of green corn on the cob. By retelling the stories and performing annual rituals, Native Americans passed down the knowledge of growing, using and preserving the Three Sisters through generations.

Corn provides a natural pole for bean vines to climb. Beans fix nitrogen on their roots, improving the overall fertility of the plot by providing nitrogen to the following years corn. Bean vines also help stabilize the corn plants, making them less vulnerable to blowing over in the wind. Shallow-rooted squash vines become a living mulch, shading emerging weeds and preventing soil moisture from evaporating; thereby improving the overall crops chances of survival in dry years. Spiny squash plants also help discourage predators from approaching the corn and beans. The large amount of crop residue from this planting combination can be incorporated back into the soil at the end of the season, to build up the organic matter and improve its structure.



Corn, beans and squash also complement each other nutritionally. Corn provides carbohydrates; the dried beans are rich in protein, balancing the lack of necessary amino acids found in corn. Finally, squash yields both vitamins from the fruit and healthful, delicious oil from the seeds.

Native Americans kept this system in practice for centuries without the modern conceptual vocabulary we use today, i.e. soil nitrogen, vitamins and such.

Early European settlers would certainly never have survived without the gift of the Three Sisters from the Native Americans, the story behind our Thanksgiving celebration. Celebrating the importance of these gifts, not only to the Pilgrims but also to civilizations around the globe that readily adopted these New World crops, adds meaning to modern garden practices

Success with a Three Sisters garden involves careful attention to timing, seed spacing, and varieties. In many areas, if you simply plant all three in the same hole at the same time, the result will be a snarl of vines in which the corn gets overwhelmed!

Instructions for Planting Your Own Three Sisters Garden in a 10 x 10 square

When to plant:

Sow seeds any time after spring night temperatures are in the 50-degree range, up through June.

What to plant:

Corn must be planted in several rows rather than one long row to ensure adequate pollination. Choose pole beans or runner beans and a squash or pumpkin variety with trailing vines, rather than a compact bush.

Note: A 10 x 10 foot square of space for your Three Sisters garden is the minimum area needed to ensure good corn pollination. If you have a small garden, you can plant fewer mounds, but be aware that you may not get good full corn ears as a result.

How to plant:

1. Choose a site in full sun (minimum 6-8 hours/day of direct sunlight throughout the growing season). Amend the soil with plenty of compost or aged manure, since corn is a heavy feeder and the nitrogen from your beans will not be available to the corn during the first year. With string, mark off three ten-foot rows, five feet apart.

2. In each row, make your corn/bean mounds. The center of each mound should be 5 feet apart from the center of the next. Each mound should be 18 inches across with flattened tops. The mounds should be staggered in adjacent rows.

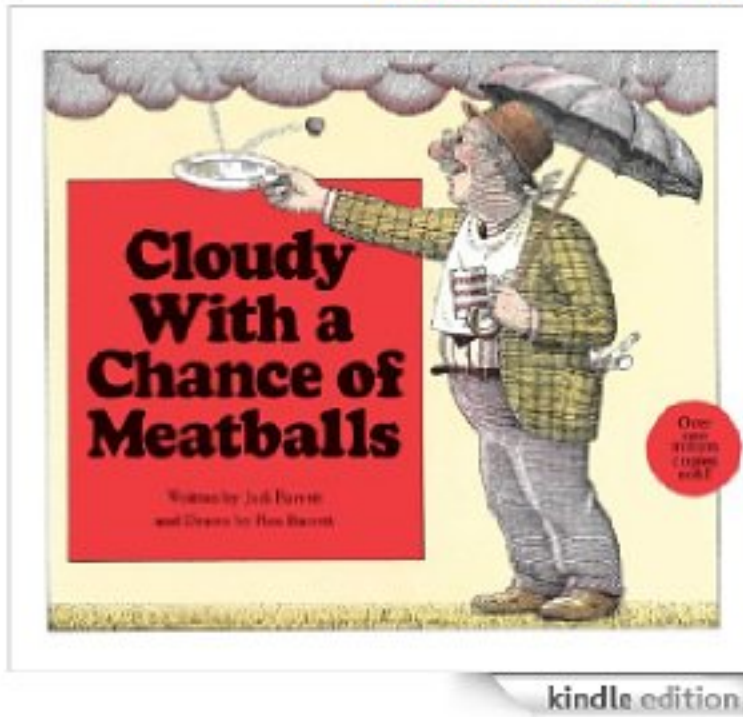
Note: The Iroquois and others planted the three sisters in raised mounds about 4 inches high, in order to improve drainage and soil warmth; to help conserve water, you can make a small crater at the top of your mounds so the water doesn't drain off the plants quickly. Raised mounds were not built in dry, sandy areas where soil moisture conservation was a priority, for example in parts of the southwest. There, the three sisters were planted in beds with soil raised around the edges, so that water would collect in the beds. In other words, adjust the design of your bed according to your climate and soil type.

3. Plant 4 corn seeds in each mound in a 6-inch square.
4. When the corn is 4 inches tall, its time to plant the beans and squash. First, weed the entire patch. Then plant 4 bean seeds in each corn mound. They should be 3 inches apart from the corn plants, completing the square.
5. Build your squash mounds in each row between each corn/bean mound. Make them the same size as the corn/bean mounds. Plant 3 squash seeds, 4 inches apart in a triangle in the middle of each mound.

RECIPES:

<http://www.yummy.com/recipes/three-sisters-corn-beans-squash>

Look inside ↓



Cloudy with a Chance of Meatballs [Kindle Edition]

[Judi Barrett](#) (Author), [Ron Barrett](#) (Illustrator) \$5.15

The tiny town of Chewandswallow was very much like any other tiny town except for its weather, which came three times a day, at breakfast, lunch and dinner. But it never rained rain and it never snowed snow and it never blew just wind. It rained things like soup and juice. It snowed things like mashed potatoes. And sometimes the wind blew in storms of hamburgers. Life for the townspeople was delicious until the weather took a turn for the worse. The food got larger and larger and so did the portions. Chewandswallow was plagued by damaging floods and storms of huge food. The town was a mess and the people feared for their lives. Something had to be done, and in a hurry.

"Cloudy with a Chance of Meatballs" is a perfect way to begin a discussion of real weather, the idea of language and using metaphors, and a way to discuss philosophical themes, such as over-indulgence. Reading the book, and seeing the movie can be used as a basis for compare and contrast. This is an important skill that can be used in persuasive papers, as well as debate team activities. There are a huge variety of lessons that incorporate the book itself.

Cooking Activities

After you finish reading the story to the kids, prepare a homemade spaghetti and meatball dinner. Have them help make the meatballs from scratch and cook the spaghetti. Ask them what they would like to cook based on the story. Save the ideas for a future cooking project. Use herbs and vegetables from an Italian Garden.

Cloudy with a Chance of Meatballs Lesson

Resource: HotChalk Lesson Plans

Subject: Language Arts

Grades: K, 1, 2

Estimated Time: 45 minutes

Description: A Compare/Contrast lesson where students use the book “Cloudy with a Chance of Meatballs” by Judi Barrett to practice the use of clear and precise language to demonstrate comprehension.

Strand:

- **Listening / Speaking**
 - Listening
 - Speaking
- **Reading**
 - Analysis and Interpretation
 - Awareness of Print
 - Comprehension
 - Phonemic Awareness
 - Vocabulary Development
 - Word Identification
- **Science**
 - Physical Science
- **Writing**
 - Grammar and Usage
 - Punctuation and Spelling
 - Writing in Practice

Objectives: Students will be able to demonstrate understanding of the compare and contrast strategy in modern fantasy through the story “Cloudy With a Chance of Meatballs” by Judi Barrett.

Pre-requisite Knowledge: Students will know the four seasons and should be familiar with the concepts of weather that includes clouds, rain, snow, wind, storms, and tornadoes. Students must also be able to recognize the foods referred to in the story and reviewed if necessary.

Motivation: Students will be introduced to this lesson with the reading of Cloudy with a Chance of Meatballs, by Judi Barrett. Prior to the reading teacher will ask students to look at the cover and make a prediction of what they think the story is about. Teacher will show visuals of umbrellas and ask students which one might be used in the town of Chewandswallow and which one might be used in real life.

Relevant Questions

“What do you think it would be like to live in a place where food really did come from the sky?”

“Would you like to live in a place like this? Why or why not?”

“How is the town of Chewandswallow different from our town?”

Procedure

- Students will gather together for the instruction and reading of Cloudy with a Chance of Meatballs.
- Teacher will display visuals and chart paper.
- Questions will be asked periodically during the reading regarding the weather in the town of Chewandswallow.
- Before the students are asked to brainstorm compare and contrast between Chewandswallow and a real town, a mini-lesson discussing the concept of compare and contrast will be taught using a chart.
- Explain the students that we will now list all of the characteristics that are the same about the towns
- The teacher will call on volunteers to share their ideas with the class. As the students provide responses, the teacher will write them in the appropriate spaces on the chart.
- Give every student a copy of the bulletin board pattern and have each child write about an imaginary town where odd things rained down from the sky.

Interdisciplinary Activity

During science the children will learn about health and nutrition. They will reflect on their own lives, what they eat, and what they do to stay healthy.

Materials

- “Cloudy with a Chance of Meatballs,” by Judi Barrett
- markers
- large easel pad
- watch out for wacky weather bulletin board pattern sheets
- umbrella coloring sheets
- crayons
- pencils
- large oak tag umbrella cut out
- real umbrella

Assessment: Students’ responses to the book that was read aloud in class. Observation of students’ expression of ideas comparing and contrasting two towns. Students’ written response to the bulletin board pattern page. Also, assess children’s ability to correctly identify and label illustrations and sentences as fantasy or realism.

Follow-up/ Enrichment Activities

Temperature Comparison

Have the students read the thermometer at the same time every day for the next two weeks and record the temperature on a sheet of paper. At the end of two weeks have the students help you plot the readings on a graph. Discuss the graph and determine which days had the highest and lowest readings. Discuss any trends in the temperature and the possible reasons for them. For example, you might notice that it's getting warmer or colder as the days progress.

Keep a Record

Students can keep a running record of what they ate for the school week. When completed, each student can create their own journal. The journals can be illustrated with the different foods and shared with partners.

Questions for further discussion

Students can discuss and write about problems, which may have occurred as a result of no sanitation, oversized food, rotting food, etc.

Homework

Tell what you think the author is saying about people's responsibility toward their environment. Illustrate.

Resources: More Lessons

<http://www.webenglishteacher.com/barrett.html>

Introduce Vocabulary: Cloudy with a Chance of Meatballs (Barrett)

[http://www.free-reading.net/index.php?title=Introduce Vocabulary: Cloudy with a Chance of Meatballs %28Barrett%29](http://www.free-reading.net/index.php?title=Introduce_Vocabulary:_Cloudy_with_a_Chance_of_Meatballs_%28Barrett%29)

Lesson Introduce

Grade: K, 1, 2, 3

Group Small Group, Whole Class

Length: 20 minutes

Goal: After listening to a fiction read-aloud, students will know the meaning of three Tier Two vocabulary words.

Prepare

Select three Tier Two vocabulary words to teach your students. A list of suggested words appears below. Write the vocabulary words on the board or on chart paper.

Model/Instruct

1. Introduce the story.

Today we are going to read a story entitled *Cloudy with a Chance of Meatballs*.

2. Introduce the three vocabulary words you have chosen.

Before we read the story, I want to introduce some new words that we will come across. Please repeat each word after I say it.

3. Read the story.

Let's read the story. Make sure to listen for today's vocabulary words and to think about how they are used in the story. If you hear a vocabulary word while I am reading, raise your hand.

4. Define key vocabulary words. See definitions below.

Let's think about our vocabulary words. The word _____ means _____. Does anyone remember how this word was used in the text?

Call on students to answer the question. Then refer to the text to show how the word was used in context. Repeat this process for each vocabulary word.

Practice Now let's practice what we've learned.

abandon

Abandon means to leave something behind and not come back to get it. What's the word?

The city had a problem with people abandoning old cars in town. When high tide comes in, you have to abandon your sandcastle.

I'm going to name some words. If you think the word means to leave something behind and not come back for it, say *abandon*. Otherwise, stay quiet. Ready?

- Carry along
- Take
- Keep
- Dump
- Throw away

consisted

Consisted means was made up of. What's the word?

The candy consisted of sugar and corn syrup. The lazy man's activities consisted of eating and sleeping.

I'm going to name some things. If you think the thing is made up mostly of sugar, say *consisted*. Otherwise, stay quiet. Ready?

- French toast
- Syrup for French toast
- Hamburgers
- Licorice
- Lollipops

frequently

Frequently means happening often. What's the word?

It rains frequently in London. Are you usually well, or do you frequently have colds?

I'm going to name some things that might happen. If you think the things happen often, say *frequently*. Otherwise, stay quiet. Ready?

- Meteors hit the earth
- Cats hunt birds
- Snow falls in Alaska
- People go surfing in Hawaii
- You have a fire drill at school

incident

***Incident* means an event or a thing that happens. What's the word?**

The incident caused the TV to fall off the shelf. Do you remember the incident with the cat in the tree?

I'm going to name some words. If you think the word means an event or thing that happens, say *incident*. Otherwise, stay quiet. Ready?

- Casserole
- Mustache
- Occurrence
- Occasion
- Episode

prediction

***Prediction* means a guess of what will happen in the future. What's the word?**

A sportscaster makes a prediction about who will win the game. Are you good at making predictions in science class?

I'm going to name some things that might happen. If you think scientists can guess if the thing will happen, say *prediction*. Otherwise, stay quiet. Ready?

- It will rain one year from now
- It will rain tomorrow
- An earthquake will happen on Tuesday
- How many fish will be caught from the ocean in one month
- How many babies will be born in the United States in one year

temporary

***Temporary* means not lasting forever, or not lasting very long. What's the word?**

Our home is being remodeled, so this mess is only temporary. When you lose a tooth, you have a temporary space in your mouth until a big tooth comes in.

I'm going to name some things you might see around you. If you think the thing won't last very long, say *temporary*. Ready?

- Snow on the ground
- Mountains
- River
- Dust on the windowsill
- A sign for a yard sale this weekend

Adjust

For Advanced Students:

If time permits, have students create more examples for the vocabulary words.

For Struggling Students:

If time permits, have students record the words on a [Vocabulary Discovery Chart](#) or in a [Word Journal](#).

or ELL Students:

In order to help ELL students learn the words, it may be helpful to use realia and/or to teach cognates.

Sample Word Journal

Aa is for...

Enter vocabulary word here.

Meaning of the vocabulary word here.

Picture of the vocabulary word here.



For more printables, visit www.FreeReading.net

Plant an Italian Herb Garden

- Most Italian herbs are not picky about their soil, so you don't need to worry about fertilizer or compost. Just make sure you've loosened the soil so the roots can get well established. Try mixing peat moss in the soil where you establish your garden to keep the soil loose so the roots can establish properly and water can flow into the soil. Some plants do have special requirements, however.
1. Basil is a true warm weather plant, that does not respond well to cool weather. Wait until warm weather is well established before setting the plants outside.
 2. Parsley is a biennial. It goes to seed in the second year. Let it die back the first year, and plant seeds in the beginning of the second season. By the time the existing crop goes to seed in the second year, your new plants will be big enough to meet your culinary needs.
 3. Rosemary can survive outside to about 30 degrees Fahrenheit. If it gets cooler than that where you live, bring it inside for the winter.
 4. Sage and Marjoram are perennials that can grow to be quite large. Plan for the size of a mature plant when laying out your garden.



Vegetables for Kids: Fun Learning About Veggies and Their Benefits [Kindle Edition]
99 cents

Copyrighted Material



Growing Vegetable Soup

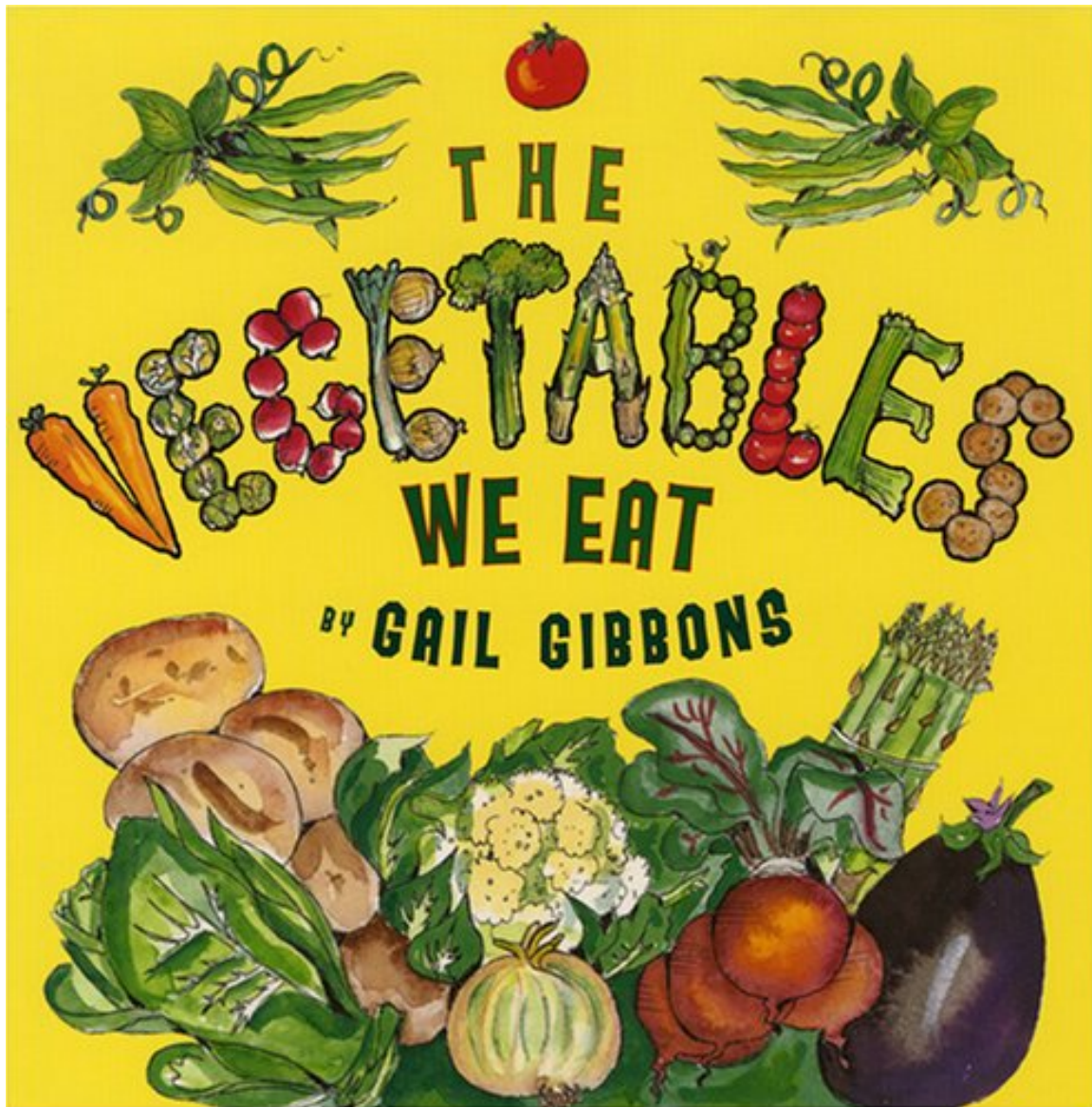


Written and illustrated by
Lois Ehlert

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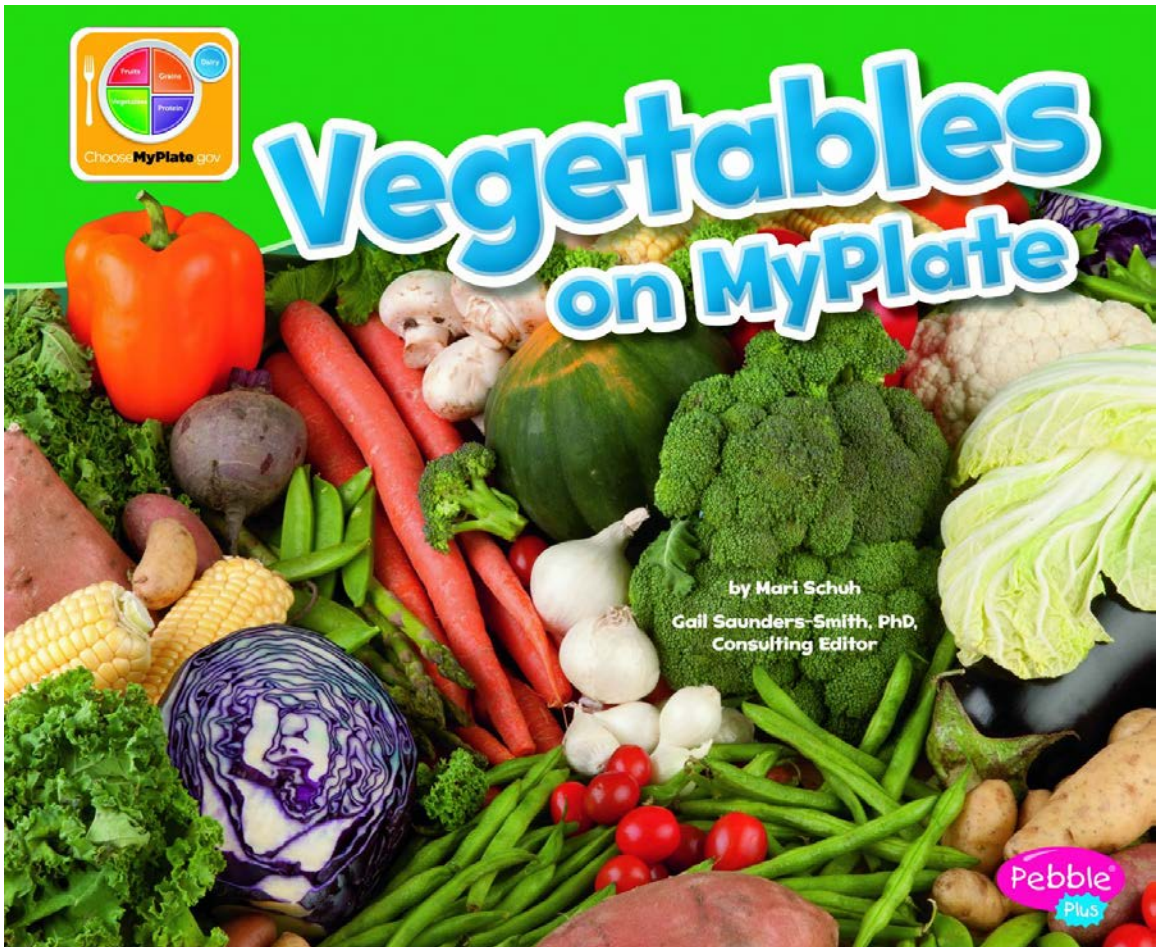
Growing Vegetable Soup

"Dad says we are going to grow vegetable soup." So begins Lois Ehlert's bright, bold picture book about vegetable gardening for the very young. The necessary tools are pictured and labeled, as are the seeds (green bean, pea, corn, zucchini squash, and carrot). Then the real gardening happens . . . planting, weeding, harvesting, washing, chopping, and cooking! What happens in the end? "It was the best soup ever." Ehlert's simple, colorful cut-paper-style illustrations are child-friendly, as is the big black type. A recipe for vegetable soup tops it all off! Kindle \$4.99
Paperback \$6.30

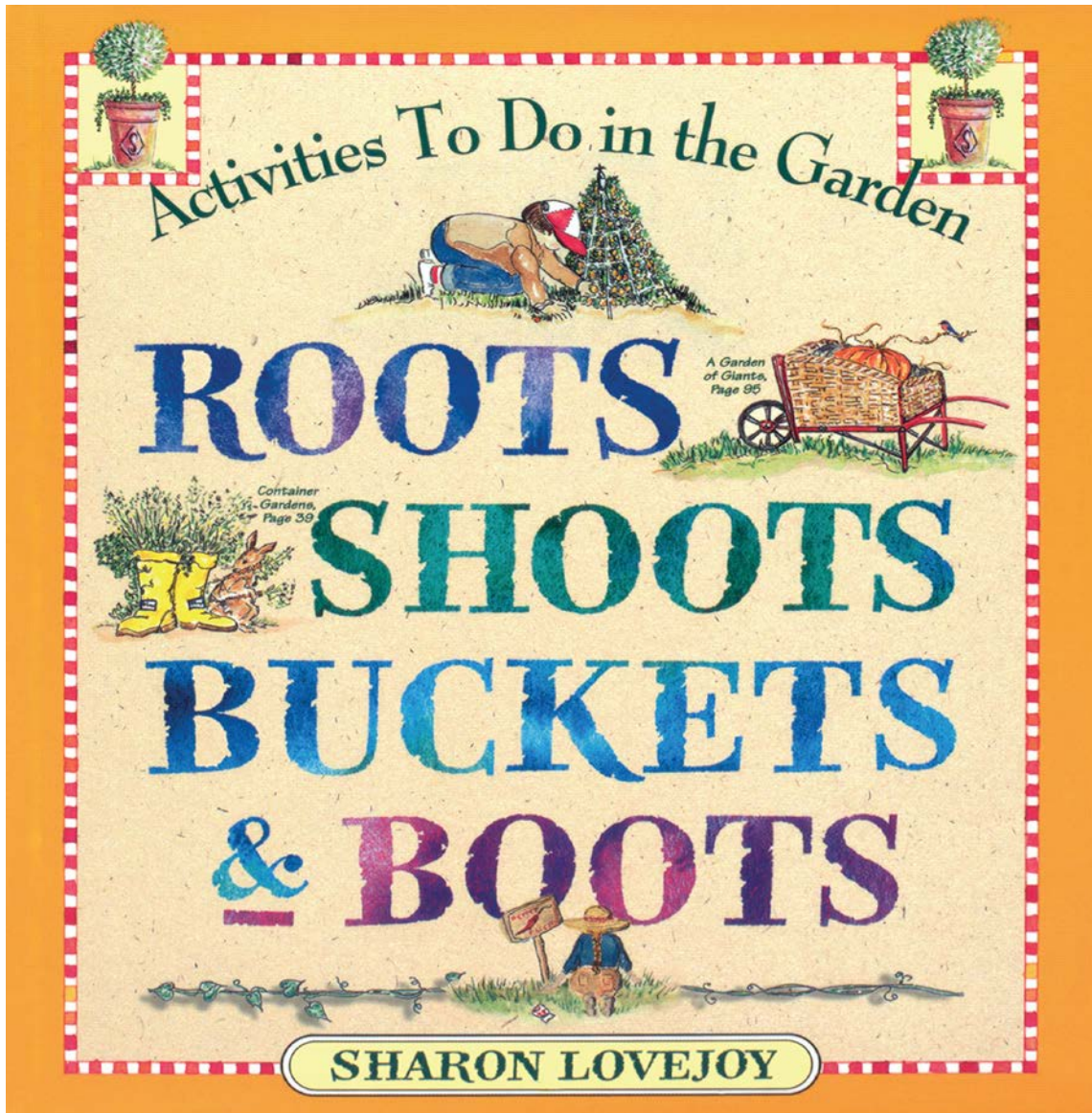


The Vegetables We Eat

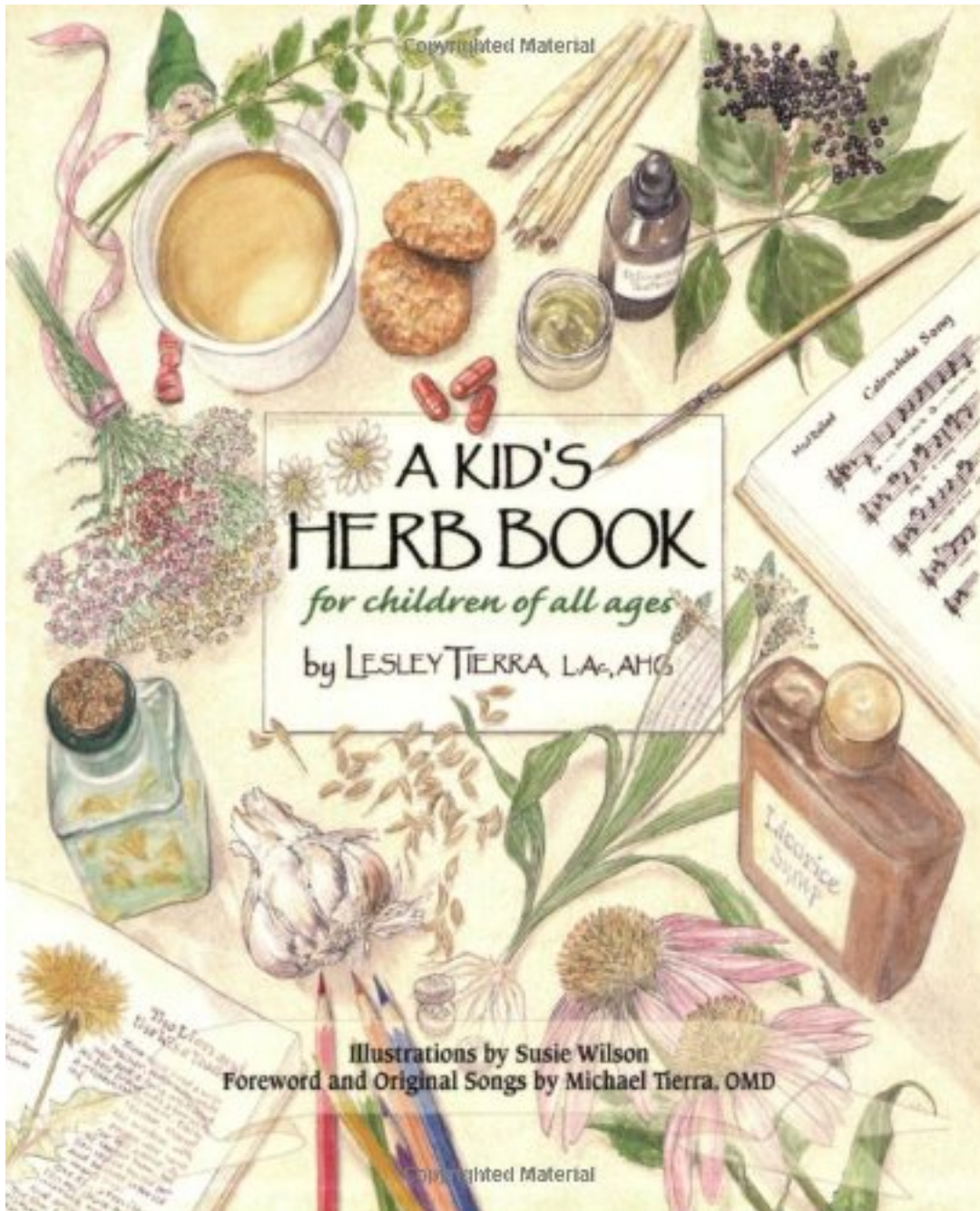
Who knew there were so many different kinds of vegetables? From glossy red peppers to lush, leafy greens to plump orange pumpkins, vegetables are explored in depth in this fascinating picture book that clearly explains the many vegetable varieties, how they are grown, and why they are so good for us to eat. \$7.19



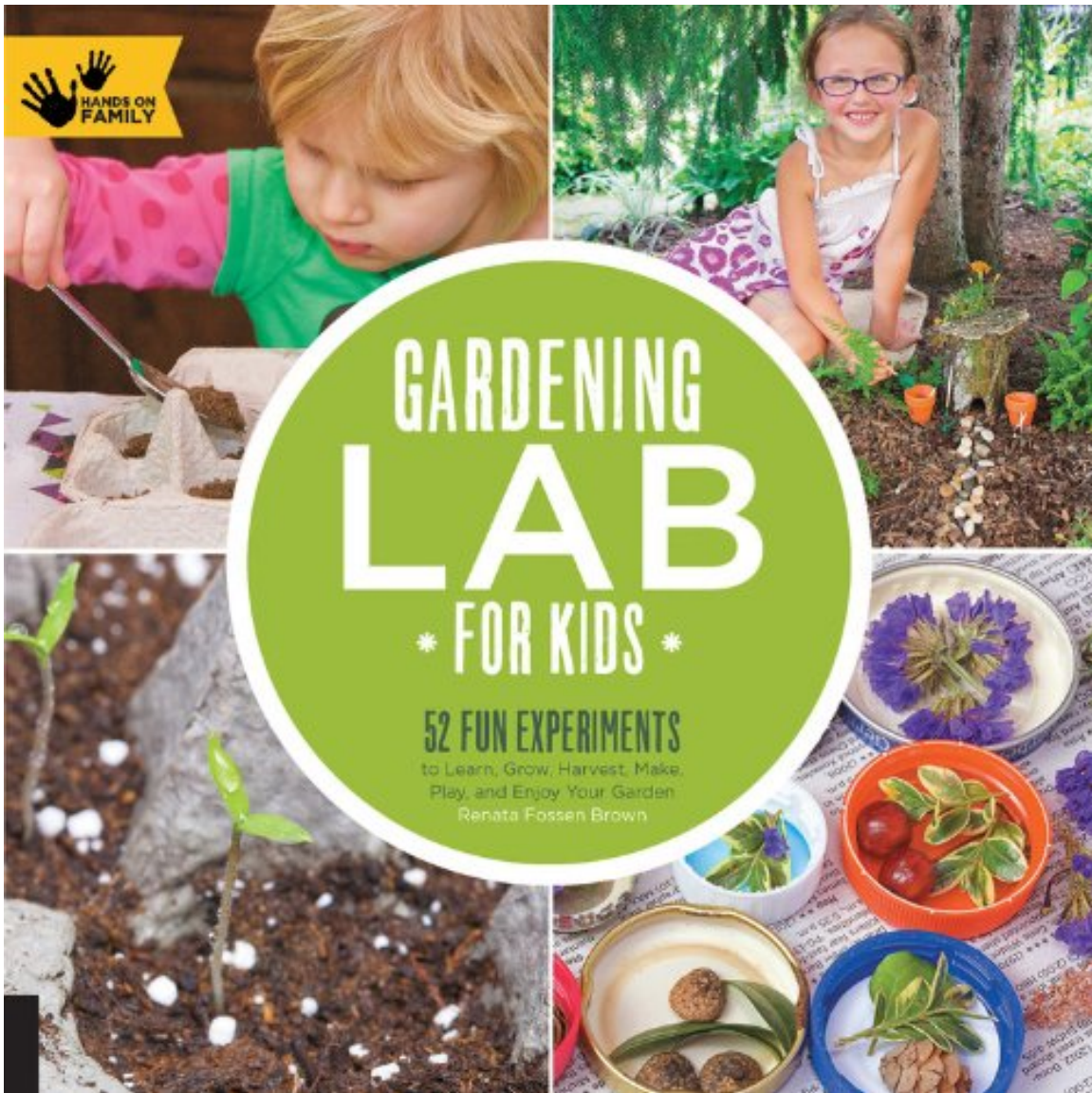
Vegetables are tasty, crunchy, and healthy. Learn about how My Plate helps kids make great food choices every day, including vegetables! \$6.25



Green thumbs and non-green thumbs alike will fall in love with *Roots, Shoots, Buckets, & Boots*, a remarkably fun and informative introduction to the wonderful world of gardening--and more specifically, gardening with children. Learn how to make everything from a pizza garden (pizza-pie-shaped, with herbs and vegetables for a fabulous pizza at harvest time), to a sunflower house (a secret hideaway with stately sunflowers and lovely creeping morning glories), to a moon garden ("Fragrance is the color of night"). Chock full of helpful hints, clever and artistic touches, and intriguing "recipes" (Moth Broth and Compost Sandwich, to name a few), this idea book will spark creativity and a lifelong fascination with gardening. Nine concepts for theme gardens are presented in a clearly defined yet non-rigid manner that is just right for encouraging young gardeners. Sharon Lovejoy, award-winning author and illustrator of several gardening books, including *Hollyhock Days: Garden Adventures for the Young at Heart*, has a true knack for working with all kinds of living things, including children. She understands how quickly young people will be turned off by inflexible rules, and instead encourages budding green thumbs to experiment and explore, while providing them with useful guidelines and helpful information. Wonderfully earthy watercolors make this cozy book even more welcoming. (All ages) --\$8.02



Kids! Explore the mysterious world of herbs with this magical, herbal workbook: Make your own healing potions, secret remedies, magical salves, enchanted syrups and special healing remedies. Recipes, projects, delightful stories, chant herbal songs, color in pictures, activities, grow your own garden, create healing herbal preparations! \$17.00



A refreshing source of ideas to help your children learn to grow their own patch of earth, Gardening Lab for Kids encourages children to get outside and enjoy nature. This fun and creative book features 52 plant-related activities set into weekly lessons, beginning with learning to read maps to find your heat zone, moving through seeds, soil, composting, and then creating garden art and appreciating your natural surroundings. Author Renata Fossen Brown guides you through fun opportunities learning about botany, ecology, the seasons, food, patience, insects, eating, and cooking. The labs can be used as singular projects or to build up to a year of hands-on outdoor experiences. The lessons in this book are open-ended to be explored over and over - with different results each time! Garden Lab for Kids is the perfect book for creative families, friends, and community groups and works as lesson plans for both experienced and new gardeners. Children of all ages and experience levels can be guided by adults and will enjoy these engaging exercises. So, slip on your muddy clothes, and get out and grow!

Kindle \$11.99 Paperback \$18.29

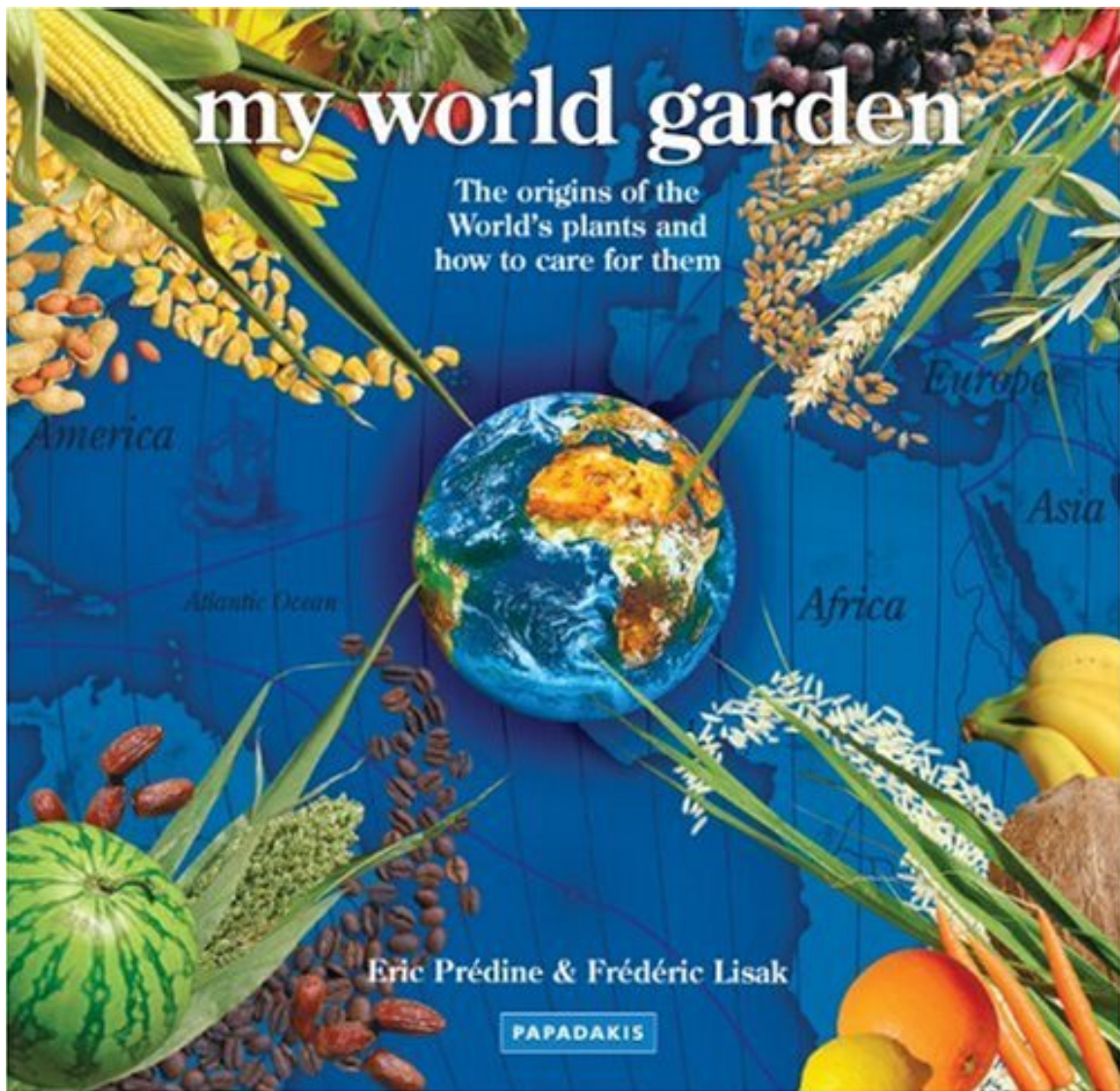
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How Does My Garden Grow?

Gerda Muller

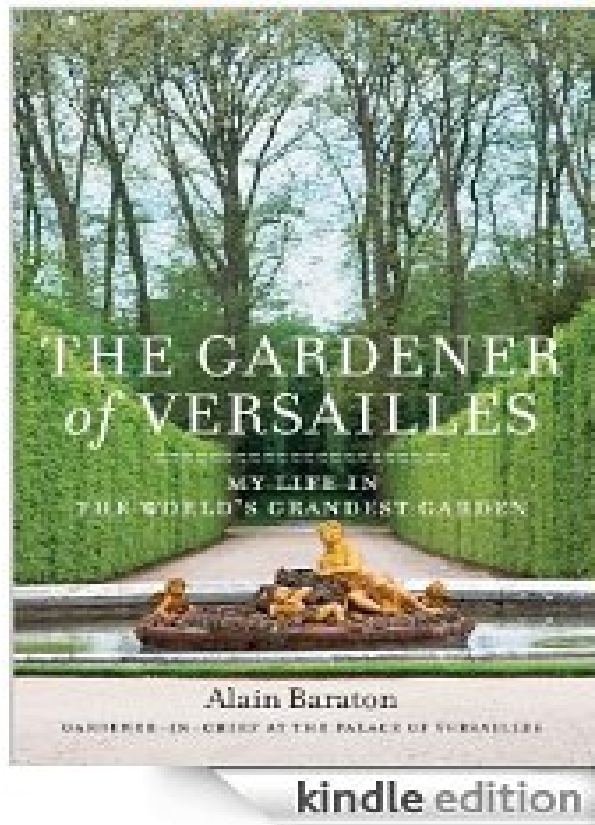


This warm story of a child's summer at her grandparents' French country farm lovingly describes basic gardening techniques. As Sophie and Granddad John work together, city girl Sophie learns how to prepare a plot and then plants seeds, waters them, and watches the seedlings grow into productive plants. She helps harvest and eat the peas, radishes, and green beans that come from her garden instead of a supermarket. Fresh colors abound in the illustrations of Sophie, her grandparents, and her new friends. Creatures important to gardeners -- birds, butterflies, bees, rabbits, bats, moles, worms, slugs, snails, and grubs -- are beautifully pictured, as are the vegetables harvested throughout the summer. Sophie helps with autumn garden chores and late harvests as well as winter preparations during weekend visits. When spring comes again, Sophie creates a garden on her balcony with a friend. This combination of engaging story and gardening information will delight and teach readers. \$15.41



A thematic introduction to history and geography via the long interactions between man and plants around the world. The plants tell their story and find a place in My World Garden via the packets of seeds of the four basic cereals of four great civilizations: wheat (Europe), maize (America), rice (Asia), and sorghum (Africa); and a boardgame where each player searches for plants all over the world and discovers the world's major climate zones. \$3.38

Look inside ↴



Kindle Price: **\$13.99**

For gardening aficionados and Francophiles, a love letter to the Versailles Palace and grounds, from the man who knows them best. In Alain Baraton's Versailles, every grove tells a story. As the gardener-in-chief, Baraton lives on its grounds, and since 1982 he has devoted his life to the gardens, orchards, and fields that were loved by France's kings and queens as much as the palace itself. His memoir captures the essence of the connection between gardeners and the earth they tend, no matter how humble or grand.

With the charm of a natural storyteller, Baraton weaves his own path as a gardener with the life of the Versailles grounds, and his role overseeing its team of eighty gardeners tending to 350,000 trees and thirty miles of walkways on 2,100 acres. He richly evokes this legendary place and the history it has witnessed but also its quieter side that he feels privileged to know. The same gardens that hosted the lavish lawn parties of Louis XIV and the momentous meeting between Marie Antoinette and the Cardinal de Rohan remain enchanted, private places where visitors try to get themselves locked in at night, lovers go looking for secluded hideaways, and elegant grandmothers secretly make cuttings to take back to their own gardens. A tremendous best seller in France, *The Gardener of Versailles* gives an unprecedentedly intimate view of one of the grandest places on earth.

THEME GARDEN IDEAS

Attract wildlife to your theme garden: Butterfly/Hummingbird Garden, Birdwatchers Garden, Pond Garden, Bee Garden, Wild Flower Garden, Prairie Garden, Rain Garden. Grab some field guides and study the wildlife.

Make your theme garden edible: Pizza Garden, Salsa Garden, Mexican Garden, Italian Garden, Soup and Stew Garden, Bread Garden, Smacker's Garden, Kitchen Garden, Herbal Tea Garden

Other theme garden ideas: Native Plants, Japanese Garden, Arts and Crafts Garden, Perfume Garden, Bouquet Garden, Medicinal/ Wellness Garden, Mosaic Garden, Painter's Garden, Heirloom Garden, Money-Making Garden, Rain/Water Garden, Giant Garden, Victory Garden, and more.

RESOURCES:

<https://www.nutrientsforlife.org/helpingcommunitiesgrow>

<http://www.cpalms.org/Public/>

<http://www.kidsgardening.org/resources-websites>

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

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

<http://www.typodermic.com/garden/>

<http://www.cumbavac.org/Gardening.htm>

<http://www.gardenersnet.com/kidstuff.htm>

<http://www.dianeseeds.com/gardening/websites.html>

<http://gardeninglaunchpad.com/kids.html>