
Unit 4: Benefits of Gardening and Things Plants Need

Farm to School Lessons

Lesson 23	The Benefits of School Gardening
Lesson 24	Checking on Our Seeds, Week 4
Lesson 25	Things Plants Need
Lesson 26	Checking on Our Seeds, Week 5
Lesson 27	Seasonal Gardening: Winter Squash
Lesson 28	Seasonal Gardening: Winter Squash



**Pasadena Unified
School District**
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The Benefits of School Gardening

NGSS Addressed

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

CCSS Addressed

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

1.RI.1 Ask and answer questions about key details in a text.

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



Materials

Copies of the text “Kids Dig In” for 2nd–5th grade students.

Success Skills

- **Collaboration** with peers.
- **Communication** of ideas.



Challenging Question

How can having a school garden benefit students?

(K-5) Access Prior Knowledge

Say: Authors of informational text communicate ideas and facts about a topic they want you to understand. *Good readers keep questions in their mind while reading informational texts.* When you read a text, you do not need to memorize every word you hear or read.

Ask: What questions should you keep in your mind to help you understand a text? Think about your answer and talk to your group about some of the answers you have.

Say: Good readers of informational text are able to *ask and answer questions about the text*, and use the text to supporting their answers.



Explore

Kindergarten through Fifth Grade Explore

- Write the Challenging Question on the board.

Explain: There are some reading strategies that can give you clues to determine answers or help you ask questions about the text.

- The title might give you a clue. Read the title to students. (“Kids Dig In”) Look at the picture. This tells you the *topic*, perhaps, but not what the author wants to tell you about the topic.

Ask: What do we know about school gardens? Talk to your shoulder partner or table group. How do school gardens contribute to us personally and as a school community?

Explain: When we look a text before we begin reading it, it is called *browsing* a text.

Ask: Do you think browsing will give us all the information we need to know about a text?

Say: we must actually read the text to see if our browsing was correct. We need to check (make a checkmark in the air) for understanding by reading the text, and then looking through the text again to check that we understand what the author is telling us.

- Read the text “Kids Dig In” aloud to the students (K-1) or chorally (2nd-5th) with the students. Remind students to keep these questions in their mind throughout the story: How can having a school garden benefit students?

Revision and Reflection

Have students draw a picture of the school garden and write about the benefits of having one. Remind them to refer back to the text to support their answers.

Time to Garden

More students are growing their own food.



Courtesy of Madison Elementary



Courtesy of Madison Elementary

Students at Madison Elementary gather around their garden. Kids plant crops and later harvest them.

Fruit and vegetable gardens are popping up at schools across the country. How did they get there? Students planted them.

Kids at Madison Elementary School in Redondo Beach, California, plant gardens in the fall and the spring. In October, they planted lettuce, radishes, carrots, broccoli, peas, and cauliflower. They harvested the crops in January. To harvest is to gather a crop



Courtesy of Madison Elementary



Courtesy of Madison Elementary
Students enjoy a tasty salad.

The vegetables were washed and served at a salad bar. Extra food was sold in the school cafeteria for lunch. This month, students will plant tomatoes, corn, sunflowers, and strawberries.

Students Grow to Love Vegetables

Why are students learning how to grow gardens? Teachers want kids to learn healthy eating habits. Healthy foods give the body the energy it needs to grow and heal. Many kids are now trying new foods and learning they like them. Lisa Samuelson is the parent volunteer in charge of the program. She says a lot of students have told her, “I like salad. I didn’t think I liked salad!” Then those students have gone home and asked their parents to buy vegetables that they have tried at school. Samuelson’s daughter, Lucy, is one of those students. She is in second grade. “I love the garden,” she says. “I didn’t really like vegetables before we had the garden. Then we found out that gardening is cool. Now I like vegetables. My favorite is carrots.”

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