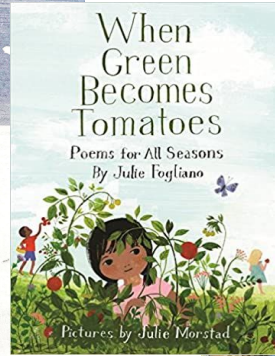
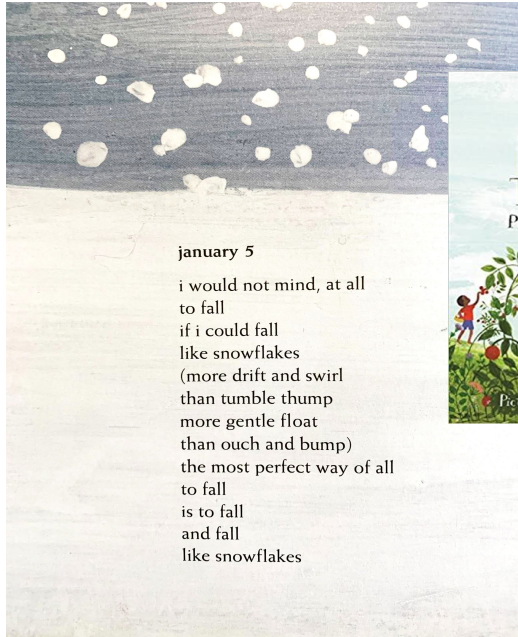


Common Core Literacy Ideas for the Kitchen and Garden Classroom

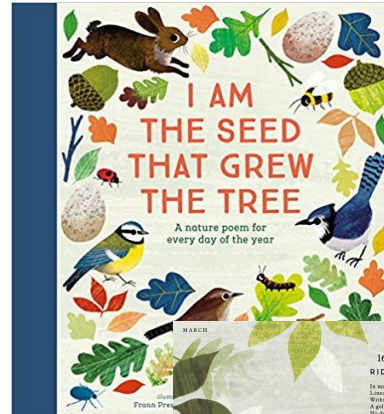
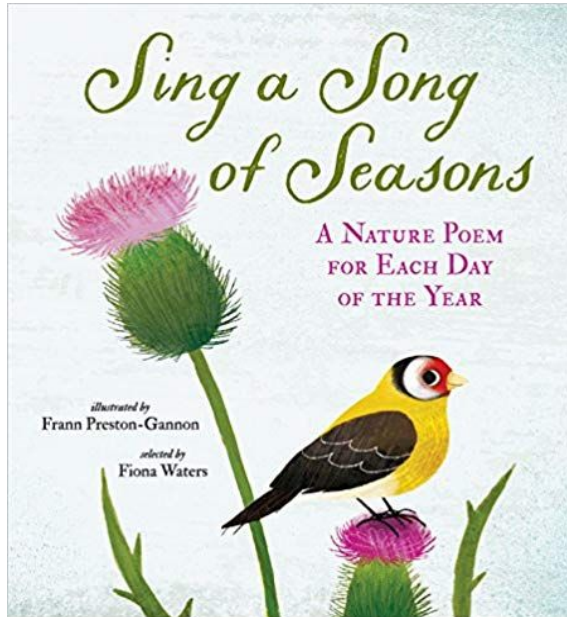
Daily Poem

Connect to Language Arts (Poetry) and Science (Seasons)



Daily Poem

Connect to Language Arts (Poetry) and Science (Seasons)



Foundations of Language

Foundations of Language

- Identifying Letters
- Sorting Letters into ABC Order
- Identifying Letter Sounds

- Blending Letter Sounds
- Identifying Syllables

- Vocabulary
- Parts of Speech

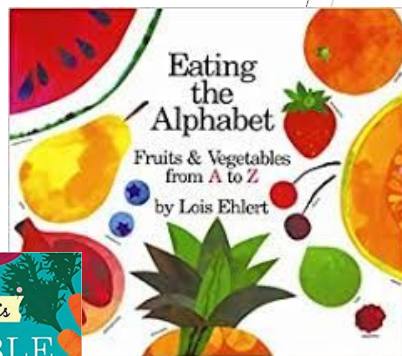
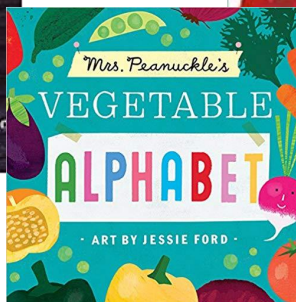
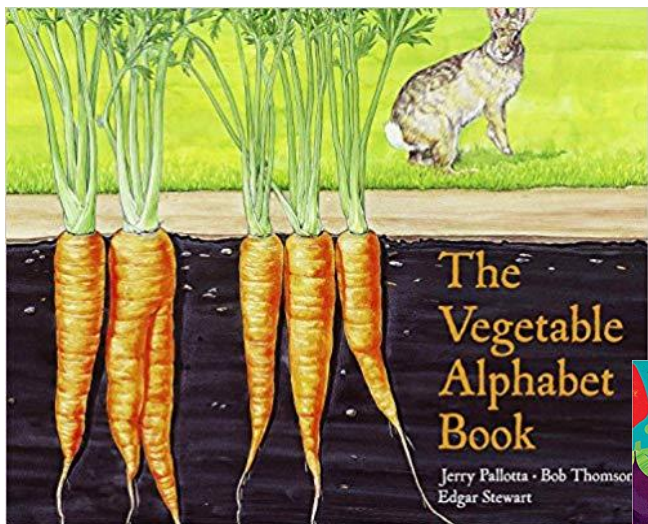
Alphabetical Seed Packets

Connect to Language Arts (Foundations)



Alphabet Scavenger Hunt

Connect to Language Arts (Foundations)



Name: _____

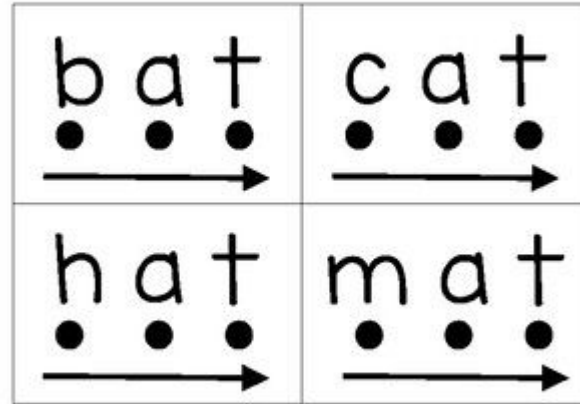
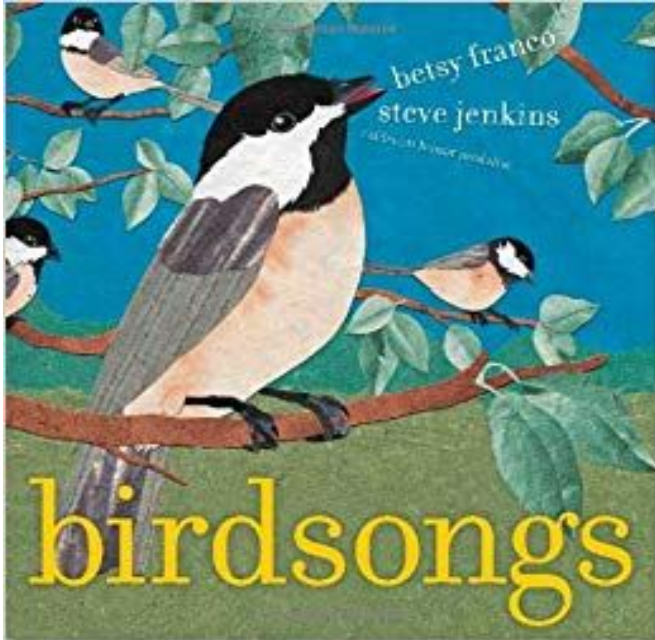
Eating the Alphabet

Can you eat a fruit or vegetable that starts with every letter of the alphabet?

Aa	Bb	Cc
Ee	Ff	
Hh	Ii	

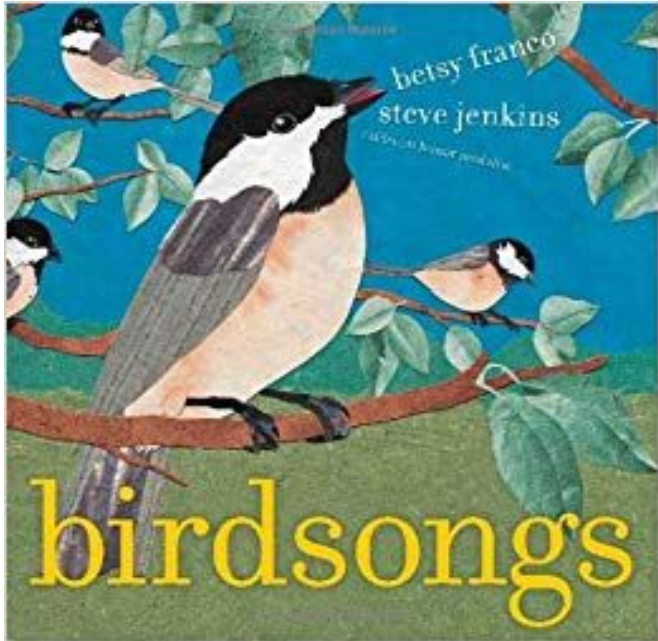
Blending Sounds with Bird Calls

Connect to Language Arts (Phonics)



Blending Sounds with Bird Calls

Connect to Language Arts (Phonics)



Blending Sounds with Bird Calls

Connect to Language Arts (Phonics)

Consonant Digraphs - two letters that combine to form one single sound



q u a



ch u ck

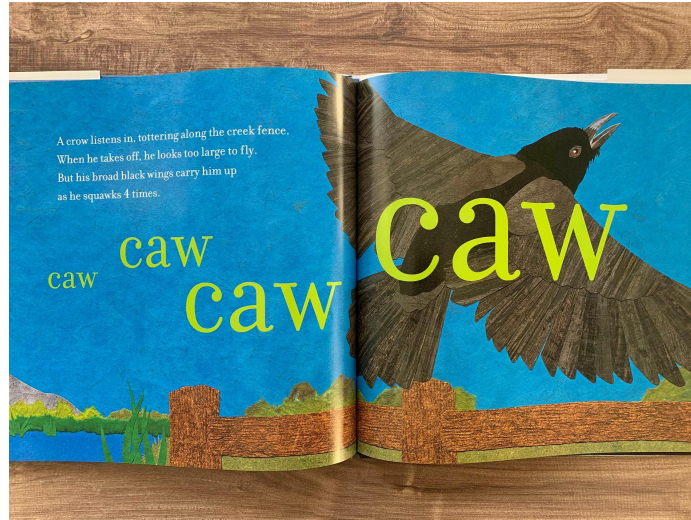
Blending Sounds with Bird Calls

Connect to Language Arts (Phonics)

Vowel Digraphs - two letters that combine to form one single sound



d ee



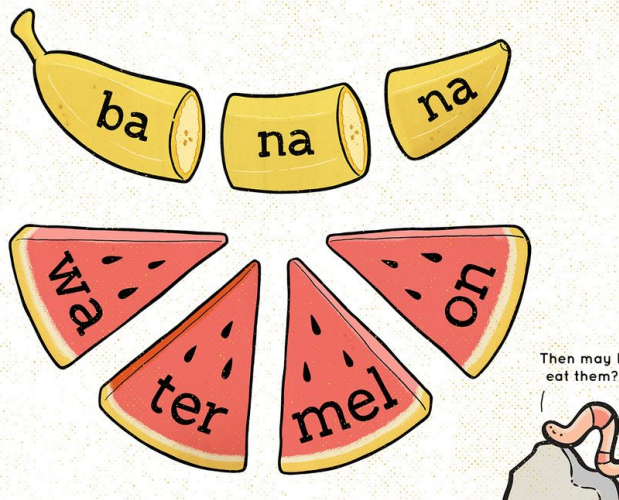
c aw

Scrumptious Syllables

Connect to Language Arts (Syllables)

Syllable - a unit of pronunciation with one vowel sound, with or without surrounding consonants.

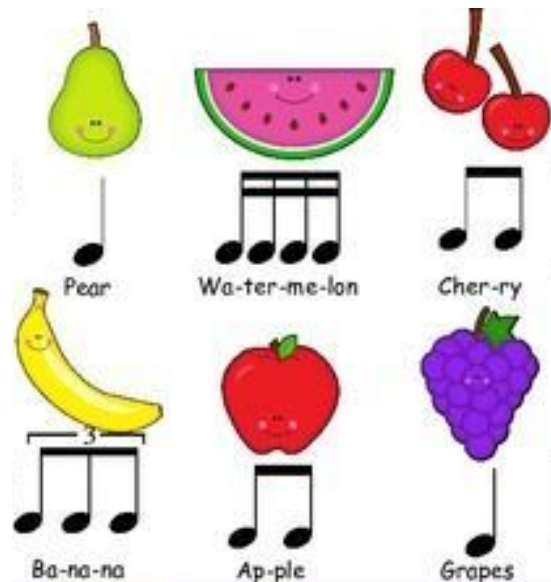
Count the syllables.



Scrumptious Syllables

Connect to Language Arts (Syllables)

Syllable - a unit of pronunciation with one vowel sound, with or without surrounding consonants.



Hungry Haikus

Connect to Language Arts (Syllables)

Haiku - a type of short form poetry originally from Japan. Traditional Japanese haiku consist of a kigo, or seasonal reference.



_____ (title)

By: _____

_____ (5 syllables)

_____ (7 syllables)

_____ (5 syllables)

Word Walls

Connect to Language Arts (ABC Order)

A word wall is a displayed collection of frequently-used words or vocabulary, sometimes organized by the alphabet.



Garden Word Walls

Connect to Language Arts (Vocabulary)

A word wall is a displayed collection of frequently-used words or vocabulary, sometimes organized in meaningful groups.

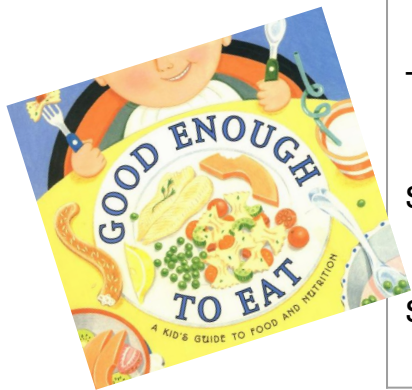
Compost Ingredients













Kitchen Word Walls

Connect to Language Arts (Vocabulary)

A word wall is a displayed collection of frequently-used words or vocabulary, sometimes organized in meaningful groups.



Vegetables We Eat

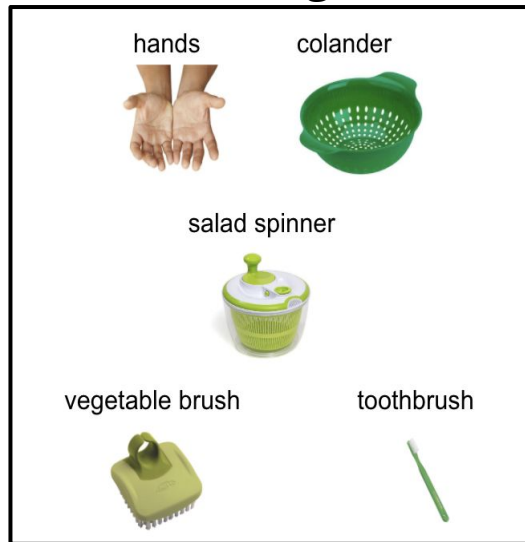
Vitamin C	Vitamin A	Vitamin B
Bell Pepper 	Carrot 	Broccoli 
Tomato 	Sweet Potato 	Kale 
Strawberry 	Cantaloupe 	
Satsuma 	Pumpkin 	

Kitchen Word Walls

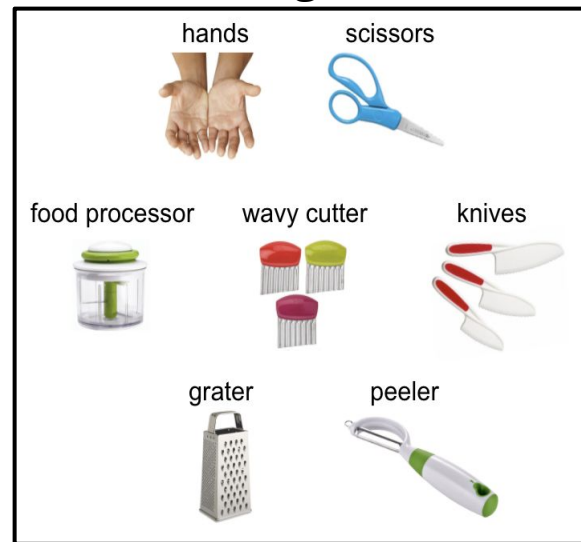
Connect to Language Arts (Vocabulary)

A word wall is a displayed collection of frequently-used words or vocabulary, sometimes organized in meaningful groups.

Washing Tools



Cutting Tools



Garden Word Walls

Connect to Language Arts (Vocabulary, Parts of Speech)

A word wall is a displayed collection of frequently-used words or vocabulary, sometimes organized in meaningful groups, such as parts of speech (or tools and tasks).

Garden Nouns



Garden Verbs



To Dig

To Rake

To Water

Kitchen Word Walls

Connect to Language Arts (Vocabulary, Parts of Speech)

A word wall is a displayed collection of frequently-used words or vocabulary, sometimes organized in meaningful groups, such as parts of speech.

Tasting Adjectives

Taste					Texture	
sweet	sour	salty	bitter	savory	dry	crunchy
hot	strong	tart	tangy	plain	moist	crumbly
buttery	mild	mellow	fresh	ripe	greasy	chewy
burnt	zesty	spicy	refreshing	fruity	crispy	juicy
flavorful	sharp	peppery	pickled	rich	gooey	creamy

Adjectives to Acrostics

Connect to Language Arts (Parts of Speech)

Adjectives to Describe Taste	Adjectives to Describe Texture	Adverbs to Add In Front
<ul style="list-style-type: none">• Bitter• Burnt• Buttery• Delectable• Delicious• Flavorful• Fresh• Fruity• Hot• Irresistible• Mellow• Mild• Peppery• Pickle• Plain• Refreshing• Rich• Ripe• Salty• Savory• Sharp• Sour• Spicy• Strong• Sweet• Tangy• Tart• Zesty	<ul style="list-style-type: none">• Chewy• Creamy• Crispy• Crumbly• Crunchy• Dry• Goopy• Greasy• Juicy• Moist <p>Adjectives to Describe Look</p> <ul style="list-style-type: none">• Red• Orange• Yellow• Green• Blue• Purple• Black• Brown• Tiny• Small• Large• Huge• Round• Flat	<ul style="list-style-type: none">• Always• Exactly• Fortunately• Frequently• Generally• Hardly• Never• Normally• Occasionally• Often• Only• Just• Perfectly• Rarely• Seldom• Seriously• So• Sometimes• Unexpectedly• Usually• Very

T _____

U _____

R _____

N _____

I _____

P _____

S _____

Playing with Prepositions

Connect to Language Arts (Parts of Speech)

Prepositions

A preposition combines with a noun or pronoun to show location, time, or movement.

Location	Time	Movement
above behind below beside between by in inside near on over through	after before by during from on past since through to until upon	against along down from into off on onto out of toward up upon

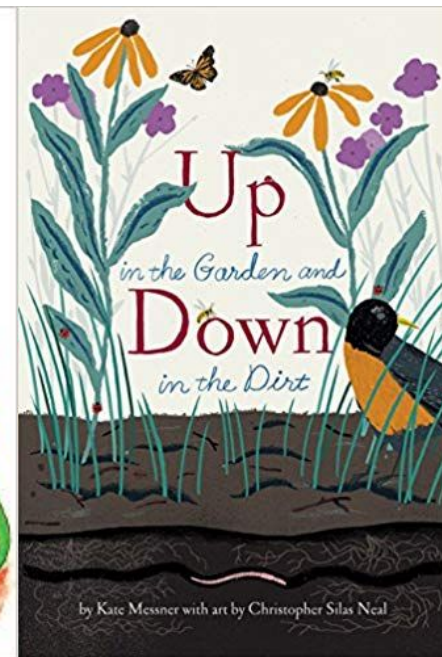
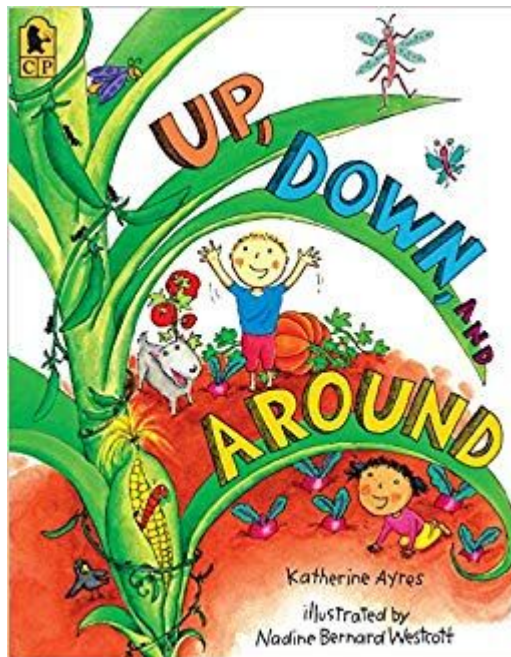
I am **in** the pool.



We will meet **after** swimming lessons.



I am getting **out of** the pool.



Preparing Strawberries

Connect to Language Arts (Sentence Structures)



1. Rinse the strawberry



in the colander



at the sink.



2. Slice the strawberry



with the knife



on the cutting board.



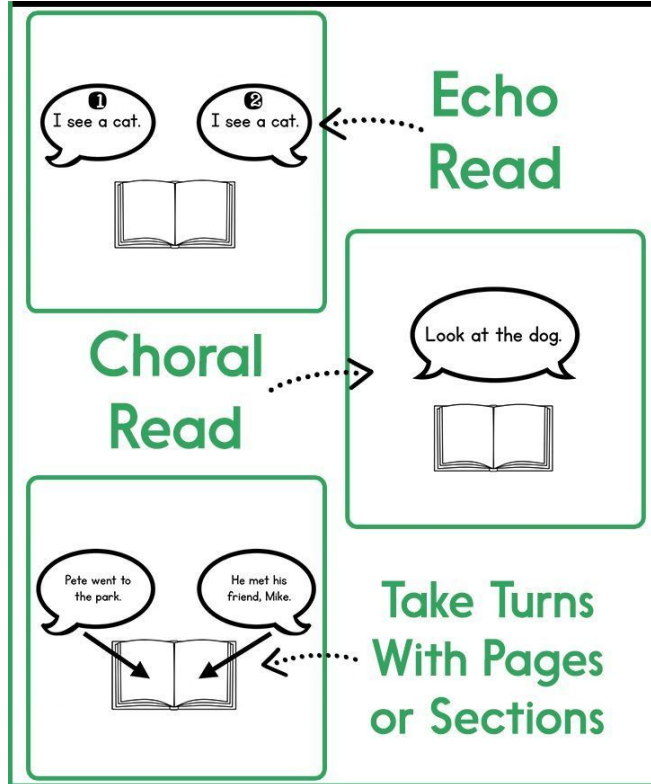
3. Discard the greens



in the compost bag.

Foundations of Reading

Echo, Choral, Independent Reading



Echo Reading

Purple is a grape,
Purple is a plum.
Purple is a turnip top,
And the bruise on my thumb.



Echo Read the "Eat the Rainbow" Poems *Eat a Rainbow - Lesson 2* 

Georgia Early Learning and Development Standards:

- CLL5.2b. Shows preference for familiar stories and can repeat phrases.
- CLL4.2b. Uses three to four word phrases and includes describing words.
- CLL2.3b. Listens and understands new vocabulary from activities, stories and books.

For the Classroom:

- Group structure - whole group
- Location - seated on the carpet
- Approximate time - 5 minutes

Reproducibles

- "Eat a Rainbow" Poems Posters (1 set)

Directions

Echo-read each "Colorful Food Poem" with the children, by reading one line aloud and then leading the children in repeating the line.



Lesson Created by Jenna Mobley for Georgia Organics

GEORGIA ORGANICS
farmtoschool.georgiaorganics.org

Pre-K 5 min

#turnipthevolume

Echo Reading

Color a Healthy Human

Eat a Rainbow - Lesson 4



Georgia Early Learning and Development Standards:

- PDM.2.4b Communicates the benefits of healthy foods.
- CD-SC3.3c Identifies and describes the functions of a few body parts.
- CLL2.3b. Listens and understands new vocabulary from activities, stories and books.
- CD-CR2.1a. Expresses self creatively with simple art materials.

For the Classroom:

- Group structure - whole group
- Location - at seats
- Approximate time - 15 minutes

Materials

- Crayons

Reproducibles

- "Eat a Rainbow" Poems Posters (1 set)
- Fruit and Vegetable Cards (1 set)
- "Color a Healthy Human" Sheet



Directions

1. Distribute a "Color a Healthy Human" sheet to each child. Explain that the colors of fruits and vegetables are clues to the nutrients they hold that help different parts of our body.
2. For each color, the "Eat a Rainbow" poem can be read and the matching fruit and vegetable cards can be listed.
3. Then, introduce the new vocabulary of the body part (noun) that is helped by that color and point to it on your body. Also, introduce what that body part does (verb).
4. Lastly, children can find the matching color crayon and shade in that body part.

Eat Red/ Orange to help your heart pump
Eat Purple/ Blue to help your brain think
Eat Green to help your lungs breathe

Eat White to help your bones be strong
Eat Yellow/ Orange to help your eyes see

Lesson Created by Jenna Mobley for Georgia Organics

GEORGIA ORGANICS

Pre-K

15 min

farmtoschool.georgiaorganics.org

#turnipthevolume

Your eyes help you see,
Your lungs help you breath.

You have bones short and long,
And your muscles so strong.

Your brain is where you think,
And your heart keeps the beat.

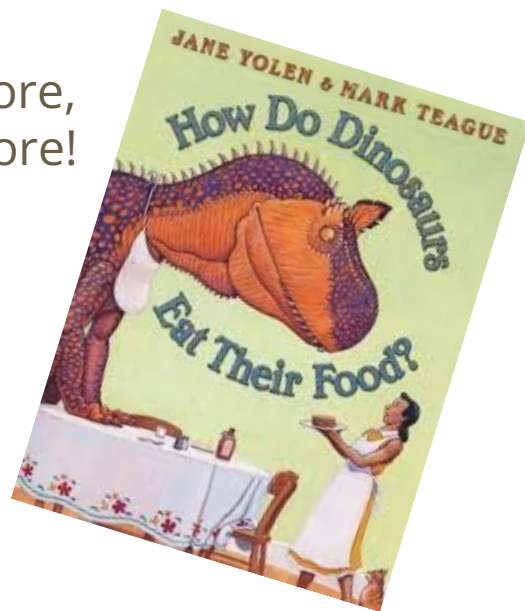
Eat the colors of the rainbow,
To be healthy head to toe.

Echo Reading

“He tries every new thing, at least one small bite.
He is brave, adventurous, and always polite.

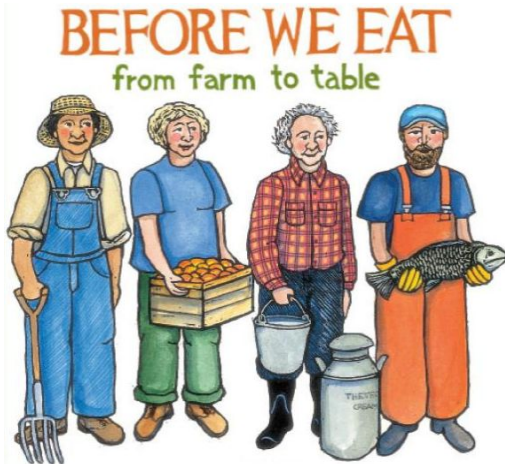
If he likes what he tasted more than before,
He raises his hand and asks for some more!

Eat up. Eat up, little dinosaur.”



Choral Reading

As we sit around this table,
Let's give thanks as we are able,
To all the farmers we'll someday meet,
That helped grow this food we eat.



As we sit around this table
let's give thanks as we are able

to all the folks we'll never meet
who helped provide this food we eat.

Role of Repetition

Group 1

Munch, munch, munch...

Group 2

Decomposition, decomposition,
decomposition, decomposition...

Group 3

Get down, break down;
get down, break down...



Role of Repetition

UP, DOWN AND AROUND
Tops or Bottoms - Lesson 1

For the Classroom

- Group structure - whole group
- Location - on carpet, then at seats
- Approximate time - 20 minutes

Common Core and Georgia Standards of Excellence

- **S.1.L.1.a.** Develop models to identify the parts of a plant—root, stem, leaf, and flower.
- **CCSS.ELA-LITERACY.RF.K.2.A.** Recognize and produce rhyming words.
- **CCSS.ELA-LITERACY.RF.2.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Materials

- "Up, Down, and Around" by Katherine Ayres
- Pencils (1 per child)
- Crayons (1 set per small group)

Reproducibles

- "Up, Down, and Around" Sheet (1 per child)

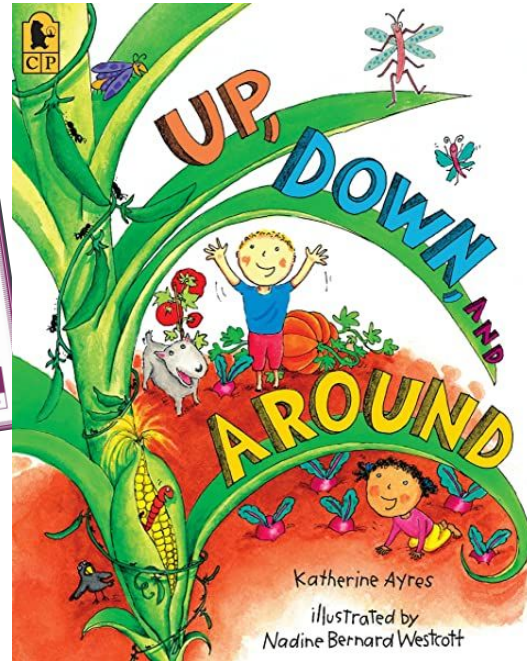
Directions

1. Have children stand far enough apart to not be able to reach any other child and request that they keep their feet planted throughout the activity.
2. Echo-read "Up, Down, and Around" by reading one line aloud and having the children repeat that line with the same cadence.
 - a. When the book says "up," children can stretch up, reaching their fingers to the sky.
 - b. When the book says "down," children can fold downwards, touching their arms to their toes.
 - c. When the book says "around and around," children can twist, swinging their arms around their body to the left and the right.
3. Have children return to their seats and distribute an "Up, Down, and Around" sheet to each child. Make a list or draw pictures of plants that grow up, plants that grow down, and plants that grow around and around (either from the book or adding others that you know of such as turnips!).


Lesson Created by Jenna Mobley for Georgia Organics

GEORGIA ORGANICS K to 2 grade Literacy & Movement 20 min

farmschool.georgiaorganics.org #turnipthetalk



Preposition

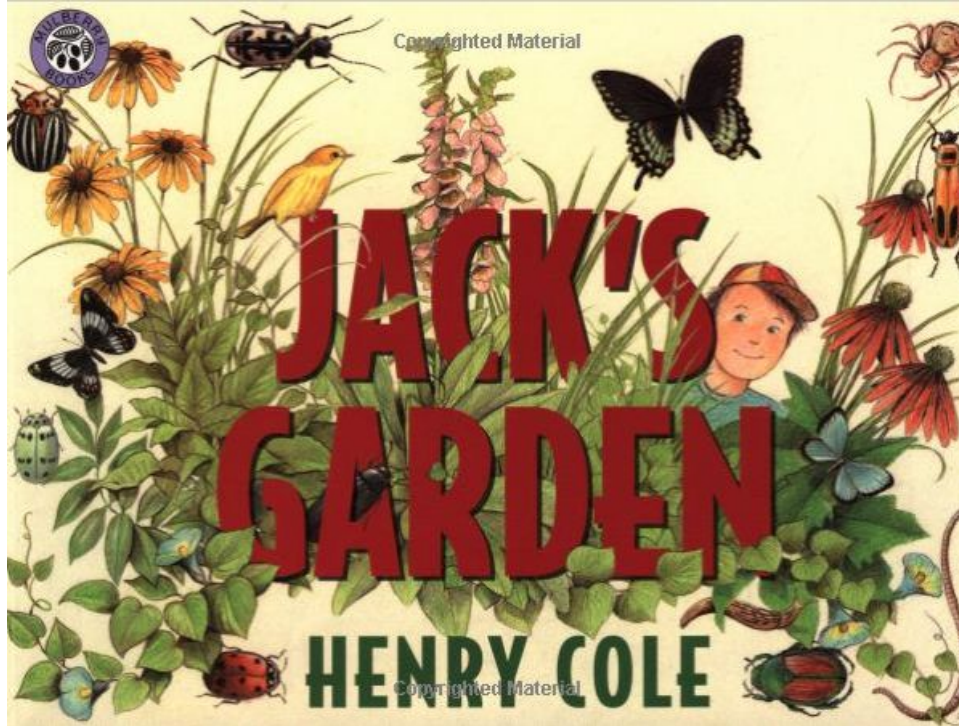
			
ON	IN	OVER	UNDER
			
FAR	NEAR	UP	DOWN

Role of Repetition

“Add it to the pot.
Let it all rot,
For compost stew!”



Role of Repetition



Role of Music and Movement

(to the tune of “Row, Row, Row Your Boat”)

Wash, wash, wash your hands,

Got to get them clean!

Every finger one by one,

And lather in between!



Role of Music and Movement

Sing "Roots, Stems, Leaves"
Tops or Bottoms - Lesson 2

TURNIP YOU!

For the Classroom

- Group structure - whole group
- Location - on carpet
- Approximate time - 10 minutes

Common Core and Georgia Standards of Excellence

- S1.L.1. Develop models to identify the parts of a plant—root, stem, leaf, and flower.

Technology

- *Optional Sing-Along Track: "Roots, Stems, Leaves"*

Reproducibles

- "Roots, Stems, Leaves" Lyrics Posters

Directions

1. Have children stand far enough apart to not be able to reach any other child and request that they keep their feet planted throughout the activity.
2. Explain to children that each part of the plant (the parts that root down, stretch up, and grow around) each have a specific job to help the plant grow.
3. As you sing each verse of "Roots, Stems, Leaves," describing the job each plant part play, model for the children how to point to what that plant part would be on their body if they were a plant.
 - a. Roots - toes
 - b. Stem - legs
 - c. Leaves - arms
 - d. Flowers - open hands
 - e. Fruits - hands in fists
 - f. Seeds - inside fists

Lesson Created by **Jessie Mobley for Georgia Organics**
GEORGIA ORGANICS | K to 2 grade | Science & Music | 10 min | #turnipyouarehere
turnipyouarehere.com

The roots hold the plant in the ground.
They gather up the water that falls around.
And there's a root inside of me,
Because a **turnip** is a root that I eat!

A stem is the elevator growing up from the ground.
The water goes up and the sugar back down.
And there's a stem inside of me,
Because **celery** is a stem that I eat!

The leaves are the kitchens where the food is done.
They breathe the air and catch rays from the sun.
And there's a leaf inside of me,
Because **lettuce** is a leaf that I eat!

The flowers are dressed so colorfully.
They hold the pollen and attract the bees.
And there's a flower inside of me,
Because **broccoli** is a flower that I eat!

The fruit gets ripe, then falls on down.
It holds the seeds and feeds the ground.
And there's a fruit inside of me,
Because a **apple** is a fruit that I eat!

The seeds get buried in the earth,
And the cycle starts again with a new plant's birth.
And there are seeds inside of me,
Because a **pea** is a seed that I eat!

Using Sign Language

As we sit around this table,



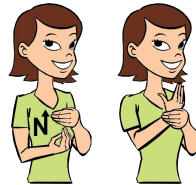
Let's give thanks as we are able,



To all the farmers we'll someday meet,



That helped grow this food we eat.



Using Sign Language

I love that strawberry taste,

I love that strawberry taste,

Out on the farm where the berries are grown,

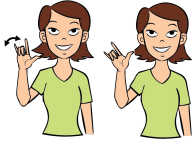
The rain came down and the sun it shone,

I love that strawberry taste.

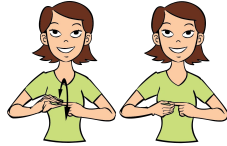


Using Sign Language

Love



Strawberry



Taste



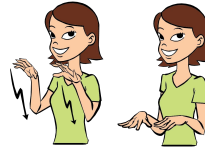
Farm



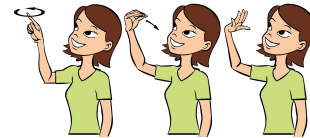
Grow



Rain



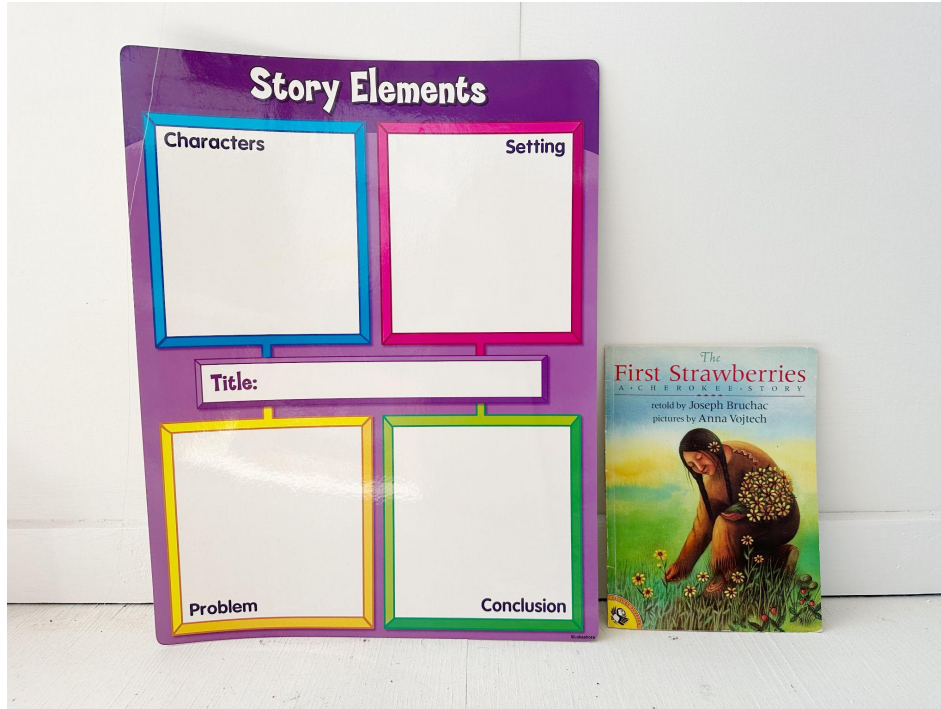
Sun



Reading

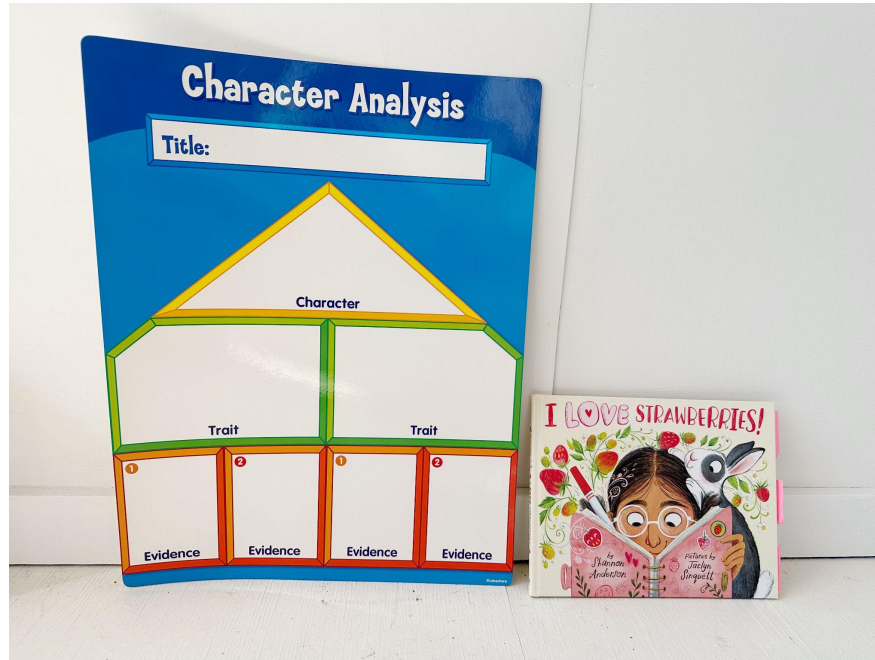
Reading Fiction/Narrative Stories

Connect to Language Arts (Story Elements)



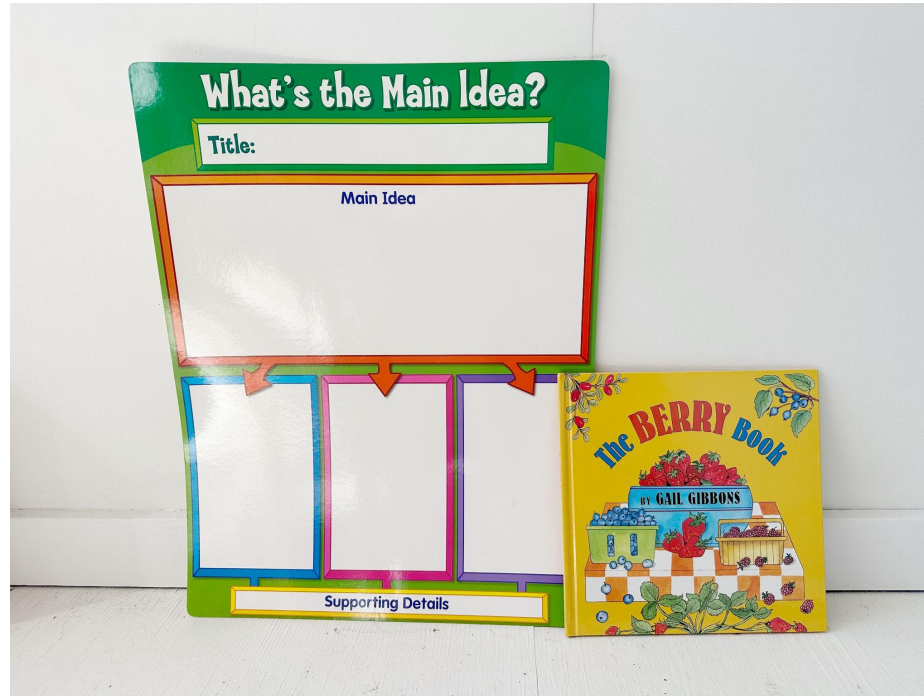
Reading Fiction/Narrative Stories

Connect to Language Arts (Character Analysis)



Reading Non-Fiction/Informational Texts

Connect to Language Arts (Main Idea and Details)



Reading Non-Fiction/Informational Texts

Connect to Language Arts (Sequencing)



Writing

Step-by-Step Sentences

Connect to Language Arts (Sequencing)

- Garden how-tos
- Cycle hunts
- Recipes

Name: _____ Date: _____

How To _____

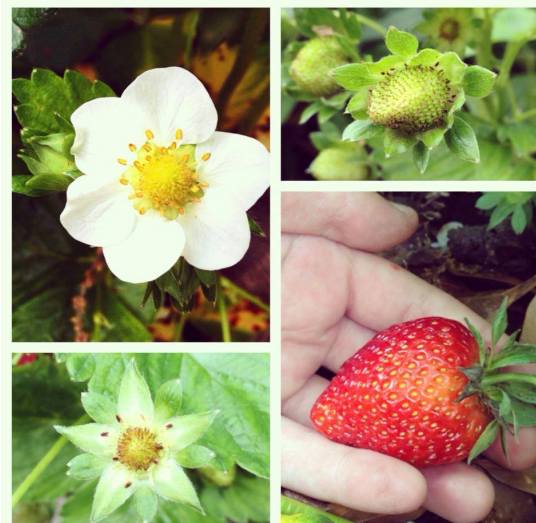
Items needed: _____

First _____

Next _____




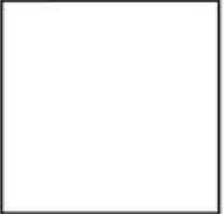

Then _____

Last _____



Found Faces

Connect to Language Arts (Narrative Writing)


Setting	Characters	
		
Beginning	Middle	End
		




Found Faces

Connect to Language Arts (Narrative Writing)

Narrative Writing
< Story Map >

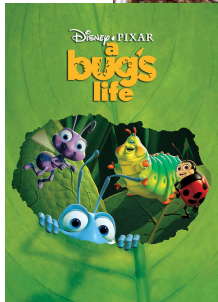
Setting		Characters	
			
Beginning	Middle	End	
	→	→	

Narrative Writing
< Story Map >

Setting		Characters	
			
Beginning	Middle	End	
	→	→	

It's a Small World

Connect to Language Arts (Narrative Writing)

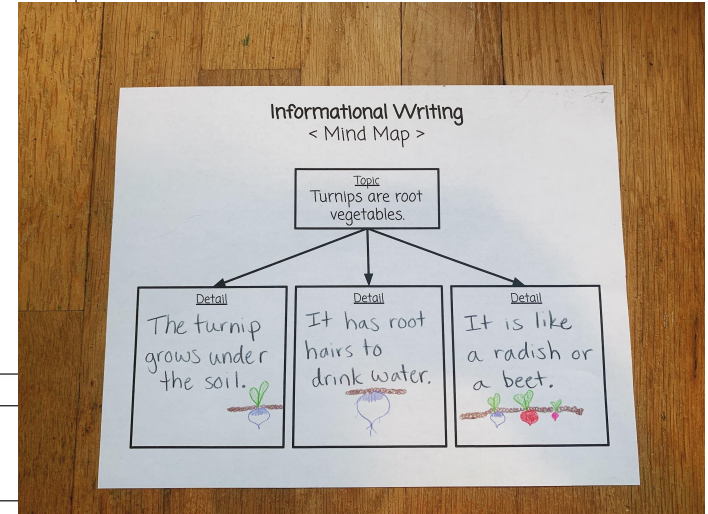
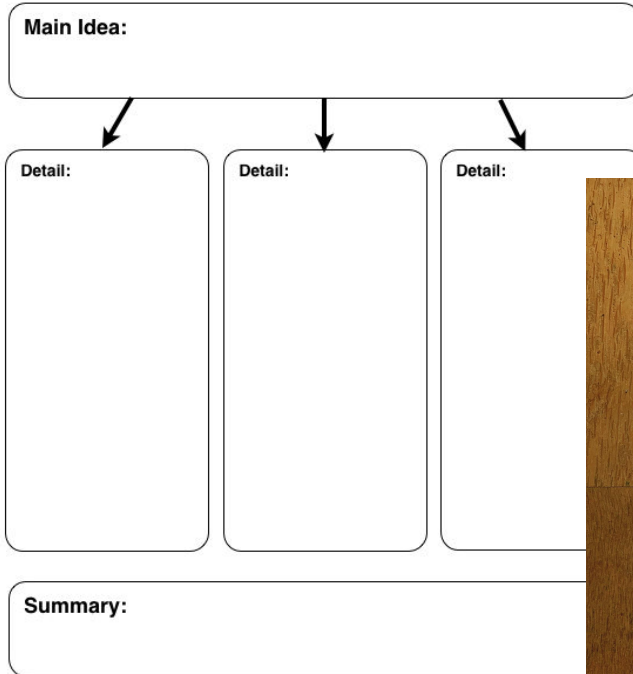


Setting	Characters	
Beginning	Middle	End

A diagram for narrative writing. It consists of two rows of boxes. The top row has two boxes labeled 'Setting' and 'Characters'. A large brown arrow points from the top right towards the 'Setting' box. The bottom row has three boxes labeled 'Beginning', 'Middle', and 'End'.

Finding the Facts

Connect to Language Arts (Informational Writing)



Fact or Opinion

Connect to Language Arts (Fact or Opinion)

I liked it!

I loved it!

It's delicious!

Delectable!

So appetizing!

I didn't care for it.

I don't like it yet.

It's not my favorite.

I'll try it again later.

I may like it prepared differently.

Persuasive Paragraphs

Connect to Language Arts (Persuasive Writing)

Opinion Statement:

Reasons

Conclusion Statement:

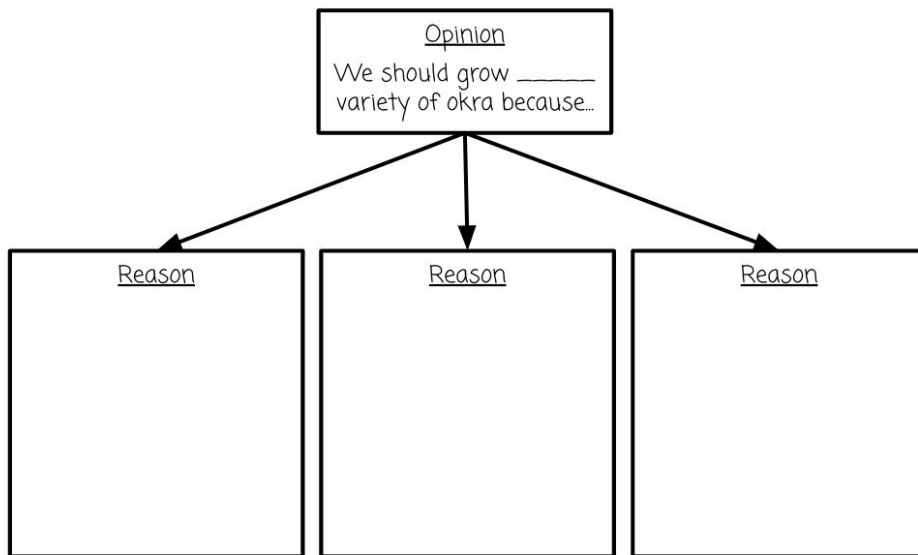
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Persuasive Paragraphs

Connect to Language Arts (Persuasive Writing)

Persuasive Writing
< Mind Map >



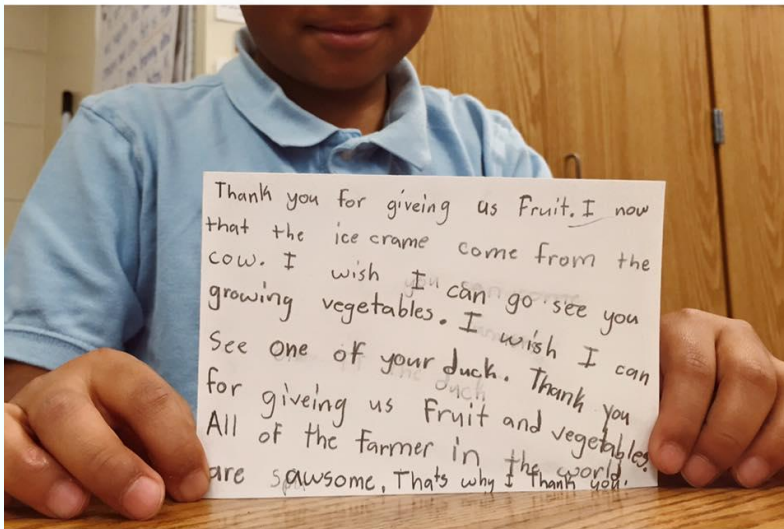
Thank a Farmer

Connect to Language Arts (Letter Writing)

Dear _____

Thank you for _____

From _____



Poetry: Simile, Metaphors, Analogy

Connect to Language Arts (Phonics)

Simile

A simile is a rhetorical device used to compare two things using the words "like," "as," or "than."



as big as a mountain



like music to my ears

