



Seed to Table

Lesson Summary:

In this lesson students discover the 'seed to table' process by arranging illustrated cards in the correct order to show how food gets from the field to our tables.



Grade Level: K-2

Lesson Objectives:

Students place illustrated cards in the correct order to show the sequence that a vegetable goes through, first being planted, then tended, harvested, cooked, and finally eaten.

Time Frame: 10-15 minutes

Materials:

- Seven cards representing the stages of the seed to table process (sowing, watering, cultivating, harvesting, preparing, cooking, eating)
- Two additional cards with a picture of a vehicle and a market

Procedures:

1. Gather students in a group and place cards in random order in the middle of the circle. Ask the group to look at all of the cards silently and try to determine the common theme between all of the cards. What do they represent? Accept any response related to growing food.
2. Tell the group that the cards are just like the pictures in a book that tell a story, only they are out of order. Ask for a volunteer to point to the card that would make the most sense to be the first page of the book.
3. Work with the group to place the cards in order, taking suggestions and moving the cards to the appropriate place. When all cards are placed, ask students whether the order makes sense and move any cards that are out of place if necessary.
4. Tell the story of the 'seed to table process' by looking at the pictures and talking about them, highlighting the parts of the process that students are involved in. Ask for input about specific experiences that students have had in the garden. Depending upon the group, add the two extra cards depicting a vehicle and market. Discuss the difference between growing food locally and getting it from further away.

Assessment:

Students will:

- Be able to recognize the steps involved in growing food.
- Arrange the cards in the correct order to represent the 'seed to table' process.
- Gain an understanding of how a plant grows and is tended, and be able to identify which steps they are involved in at their school garden.

NH State Science Standards:

S:SPS1:2:3.2 Follow a simple step-by-step procedure.

S:SPS3:2:1.2 Take turns.

S:SPS3:4:1.2 Communicate ideas to others.

Common Core Standards:

CCSS.ELA-Literacy.SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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