

Create and illustrate a recipe book of student's favorite vegetable dishes.	Write/draw journal entries Documenting the changing seasons in the garden.	Create maps of farms in your region, now and in the past and discuss the reasons for any changes.	Create a public service announcement for school or local radio promoting a healthy, garden-fresh meal.	Create a survey for parents and community members and gather data about favorite vegetables. Graph results.
Visit a restaurant that features locally-grown food and interview the chef about how the menu changes with the season.	Make ceramic bowls and hold a fundraiser/celebration selling the bowls filled with soup made from garden produce.	Create and perform a play about the physical benefits of gardening and eating fresh foods.	Use the senses to compare, contrast and identify various types of soils then write descriptive soil poetry.	Working within a budget, students plan a week of healthy, seasonal meals for a family of four.
Create a display for the cafeteria about food preparation safety.	Discuss causes of hunger in the community and world. Plant a row for the hungry to donate to a food pantry.	Sample foods from local farms to learn about the five food groups and important nutrients.	Design a machine that will water the garden while school is not in session.	Attend a local farmers market committee meeting to understand how a meeting is run.
Decorate seed packets with pictures and nutritional information and distribute in the community to promote home gardens.	Plant crops typical to various ethnicities and study each crop's "immigration" to the US.	Create multilingual signs naming garden crops.	Invite a local farmer to visit, then discuss new things learned about farms and farming, perhaps writing a profile of her/his visit.	Measure and layout garden beds on graph paper.
Keep records of plant varieties, germination and planting dates.	Write letters to other students with school gardens around the state or nation.	Using the USDA food pyramid as a template, design a Local Pyramid to see how many foods are available locally.	Play a school yard game: teams run to collect cards representing local and non-local foods placed at varying distances based on "food miles" from source to consumer.	Cook and sample nutritious recipes using local produce. Hold a 'Farmers Diner' and invite families and community leaders.

### **Garden Frameworks Bingo**

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## **Excerpts from Massachusetts Curriculum Frameworks For use with Farm-to-School Frameworks Bingo\***

- A) Recognize changes in appearance that animals and plants go through as the seasons change. (Science and Technology, Life Science, Learning Standard 7, Grades PreK-2)
- B) Students will understand and acquire new vocabulary and use it correctly in reading and writing. (Language Arts, Vocabulary and Concept Development, Learning Standard 4, Grades 3-5)
- C) Use the USDA Food Guide Pyramid and its three major concepts of balance, variety and moderation to plan healthy meals and snacks. (Health, Nutrition, Improving Nutrition, Learning Standard 3.2, PreK-5)
- D) Identify materials used to accomplish a design task based on a specific property, i.e. weight, strength, hardness and flexibility. (Science and Technology, Technology/Engineering, Learning Standard 1.1, Grades 3-5)
- E) Use a variety of manipulative..., locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and nonlocomotor...skills as individuals and in teams. (Health, Physical Activity and Fitness, Learning Standard 2.1, PreK-5)
- F) Give examples of goods and services provided by their local businesses and industries (History and Social Science, MA History and Geography, Learning Standard 3.13, Grade 3)
- G) Create age appropriate media productions (radio, script, television, play, etc..) for display or transmission. (Language Arts, Media, Learning Standard 27.1, PreK-4)
- H) Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers. (Science and Technology, Life Science, Learning Standard 11, Grades 3-5).
- I) Describe types of natural resources and their connection with health. (Health, Personal and Community, Ecological Health, Learning Standard 13.1, PreK-5)
- J) Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants. Science, Earth and Space Science, Learning Standard 5, Grades 3-5
- K) Identify the connection between food served in the home with regional food production. (Health, Nutrition, Safe and Adequate Food Supply, Learning Standard 3.5, PreK-5)
- L) Give examples of services that people do for each other. Give examples of the choices people have to make about the goods and services they buy... and why they have to make choices... (History and Social Science, Economics, Learning Standards 10 and 11, Grade 1)

*\*Curriculum frameworks are periodically updated and learning standards included here may not reflect the most current versions. Do check for accuracy if used in ways other than this activity.*