

Unit 2: Gifts from the Earth

Kindergarten – Grade 1



Overview

This is a hands-on unit that focuses on living things – specifically, plants. Although the duration of this unit is approximately three months, it is split into two school years due to the planting season being at the end of the school year and the harvesting season at the beginning of the following school year. (Note that this will require someone – you, another teacher, and/or parent volunteers – to have access to the garden over the summer to water the plants.) Alternatively, the unit can be the main focus for two to three months in the classroom by growing the vegetables in the classroom and then purchasing store-bought vegetables for the meal preparation as the final celebration.

Students will learn about the importance of nature, to compare local plants, plant, harvest, and prepare a meal using their own vegetables, graph the growth of the plants, listen to an Elders’ stories, draw and paint their experiences with different mediums, and to learn the local Indigenous tradition of saying “thank you” for everything that has been provided.

Key Big Ideas

	Kindergarten	Grade 1
English Language Arts	<ul style="list-style-type: none"> Through listening and speaking, we connect with others and share our world. 	
Science	<ul style="list-style-type: none"> Plants and animals have observable features. Daily and seasonal changes affect all living things. 	<ul style="list-style-type: none"> Living things have features and behaviors that help them survive in their environment. Observable patterns and cycles occur in the local sky and landscape.
Mathematics	<ul style="list-style-type: none"> Numbers represent quantities that can be decomposed into smaller parts. Objects have attributes that can be described, measured, and compared. 	<ul style="list-style-type: none"> Numbers to 20 represent quantities that can be decomposed into 10s and 1s. Objects and shapes have attributes that can be described, measured, and compared.
Arts Education	<ul style="list-style-type: none"> People connect to others and share ideas through the arts. 	
Physical and Health Education	<ul style="list-style-type: none"> Knowing about our bodies and making healthy choices helps us look after ourselves. 	

Key Curricular Competencies

	Kindergarten	Grade 1
English Language Arts	<ul style="list-style-type: none"> Use sources of information and prior knowledge to making meaning Use developmentally appropriate reading, listening, and viewing strategies to make meaning Use personal experience and knowledge to connect to stories and other texts to make meaning 	

	Kindergarten	Grade 1
Science	<ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Share observations and ideas orally 	<ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Communicate observations and ideas using oral or written language, drawing, or role-play
Mathematics	<ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions • Represent mathematical ideas in concrete, pictorial, and symbolic forms • Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts 	
Arts Education	<ul style="list-style-type: none"> • Express feelings, ideas, stories, observations, and experiences through the arts • Describe and respond to works of art 	
Physical and Health Education	<ul style="list-style-type: none"> • Identify and explore a variety of foods and describe how they contribute to health 	

Learning Goals

- Develop place-based knowledge of living things by experiencing and interpreting the local environment through the planting, growing, and harvesting of vegetables throughout several seasons.
- Develop an understanding of the importance of gratitude in connection to living things, specifically plants, through First Peoples knowledge, teachings, and stories of living things.
- Develop an understanding of healthy eating and collaboratively prepare a healthy meal for an end of the unit final celebration activity.

Learning Outcomes

- Students will collaboratively plant, grow, and harvest vegetables using their understanding of the local land, plant features, and the impact seasons have on living things.
- Students will use reading, listening, and speaking skills to discuss, make connections to, and interpret First Peoples stories and other texts.
- Students will communicate their ideas and understandings of First Peoples gratitude for living things, specifically plants, using First Peoples stories, writing, oral language, and artistic expressions.
- Students will communicate their understanding of plants and healthy eating using First Peoples stories, mathematical concepts, writing, oral language, and artistic expressions.

Themes Addressed

- seasonal cycle, seasonal activities
- connections to the land/place
- traditional knowledge
- relationship to the natural world
- Elders and knowledge-keepers

- vitality
- ways of learning
- food
- ceremony

Lesson Plans in this Unit

- Lesson 1 – Planning a Garden
- Lesson 2 – Planting and Measuring
- Lessons 3 and 4 – Measuring Growth
- Lesson 5 – Measuring and Harvesting Vegetables
- Lesson 6 – Counting and Ordering by Size
- Lesson 7 – Washed Water Painting
- Lesson 8 – Thank-You Card
- Lesson 9 – Vegetable Preparation and Lunch Feast

Assessment

Each lesson is supported with a formative assessment. When possible, students should co-create the expectations and framework for assessment. The formative assessment focuses on the process of learning throughout the unit. The following student handouts and assessment tools are included at the end of the unit:

- Potato Bar Graph
- Carrot Bar Graph
- Tomato Bar Graph
- Potato Math
- Lesson 1 – Flower Criterion Observation Sheet
- Lesson 3/4/5 – Nonstandard Measurement and Graphing
- Lesson 6 – Counting and Printing Numbers Checklist
- Lesson 7 – Washed Water Painting
- Lesson 9 – Meal Preparation

Approximate time required

15-20 hours over a 2-3 month period

Authentic Texts

- *Giving Thanks: A Native American Good Morning Message* by Chief Jake Swamp
- Caring for Me series: *Taking Care of Mother Earth* by Leanne Flett Kruger
- Caring for Me series: *Eat, Run, And Live Healthy* by Karen W. Olson



Suggested Instruction and Assessment Approach

Lesson 1 – Planning a Garden

Materials and Resources

- one strip of large white rolled paper per group of 2-3 students
- one 5.5 x 4 inch copy paper per student

- *Giving Thanks: A Native American Good Morning Message* by Chief Jake Swamp
- picture cards of potatoes, tomatoes, and carrots (from gardening magazines, seed packages, or online image banks)

Preparation

Have an area set aside for planting a garden for three types of vegetables. (You may choose to just plant one vegetable. In this case, potatoes are recommended).

This lesson should take place at the beginning of the spring planting season.

This lesson may include pre-planning and organization with the guest Elder or knowledge-keeper if they are available.

As part of your pre-planning, ask the guest to name the vegetables that your class will be planting in their language. Please note that some of the vegetables may not have First Nations language names if the vegetables were not traditionally part of the local diet.

Ask the Elder or knowledge-keeper if they have a “planting” story that they would like to tell the class. If not, ask them if they would like to read a book to the class that you can give them ahead of time to pre-read. (See Optional Authentic Texts for book suggestions or connect with the school librarian to choose a relevant book to read that authentically integrates First Peoples perspectives and knowledge about plants). Refer to *What protocols should I follow when inviting First Peoples guest speakers into the classroom?* on page 18.

“To be a human being is an honor, and we offer thanksgiving for all the gifts of life. Mother Earth, we thank you for giving us everything we need.”
~ from *Giving Thanks*, Chief Jake Swamp

Procedure

Plan to meet the local Elder or knowledge-keeper at the garden site or a planting site that you have created at your school. Before visiting the site, identify whose Indigenous territory the school and garden site is on. Use a map of the local area to show students where the location of the garden site is in relation to the school. Discuss the importance of being respectful to nature.

Explain to your class: “Today, we are going to have a look at the site where we are going to plant vegetable seeds and bulbs.”

Take students to the garden site. Incorporate land acknowledgment using local protocols. Many school districts have protocols for land acknowledgment. Check with your district Indigenous contact and/or the local Indigenous Peoples of the area.

Have a class discussion and list information about gardens with the guest:

- What type of vegetables would you expect to see in a garden?
- What do the vegetables start out as?
- What do the vegetables need to grow?
- What are the four seasons?
- What season is it now?
- What happens to plants in the spring? Summer? Fall? Winter?
- How do you plant vegetable seeds?

- How do you take care of a garden?
- How do you harvest vegetables?

Explain to the students that on your next visit, they will be planting vegetables (e.g., potatoes, carrots, and tomatoes). Ask students to name some vegetables they eat at home. Discuss the importance of eating healthy foods such as vegetables.

When planting the vegetables, they will be planted in rows. Show picture cards of the vegetables to be planted. Review some of the responsibilities students will have in planting, taking care of, and harvesting the vegetables in the garden.

Ask the Elder or knowledge-keeper to say the names of the vegetables and seasons in the local First Peoples language and have the students repeat the word(s). Request this information from the guest prior to the trip. If the guest does not have this information, connect with the district Indigenous contact or use the FirstVoices website (firstvoices.com) to find local First Peoples words and pronunciations. For example, in Kwak'wala, they are:

- *gwagwaxomas* – things that grow
- *kwu'si* – potatoes
- *xatam* – carrots

Pronunciation guides are also available at firstvoices.com.

For the second part of the trip ask students to describe the area.

- What does it look like? (Plain, dirt, nothing in it, brown, etc.)
- What do you see in the whole area? (Grass, trees, flowers, rocks, dirt, etc.)
- How many different types of flowers do you see in this area? (Make sure to look closely, you may be surprised to see the number of different kinds in a small area).
- What does the sky look like? (sunny, cloudy, raining, etc.)
- How do you feel when you look at the land around you? (happy, sad, tired, etc.)
- Have you been here before? If so, what memories do you have of this place?

Have students collect a few samples of the different types of flowers in the area. Remind students of the importance of being respectful of nature when collecting the flowers. For example, flowers may be taken in small amounts and only with permission.

Any or all of the next remaining activities can be done after the fieldtrip in the classroom.

Flower drawing – Display the flower samples and discuss some of the structural features of the flowers (stem, leaves, petals, etc.). Have students draw at least two examples of the different types of flowers they saw in the area. They should use a minimum of three colours, and include stems, leaves, and flower. Students can label the plants (name of the flower and its parts). Optional: provide printouts of the plant labels for students to cut and paste onto their drawings.

Giving thanks – Have the Elder or knowledge-keeper read *Giving Thanks* by Chief Jake Swamp or tell their personal story that is relevant to gardening and giving thanks. If reading the book, some possible questions are:

- What is the title of the book?
- Why should we give thanks?
- What did the plants need to grow?
- What else needs water to grow?

Garden plan drawing – Have students draw and colour a plan of the garden: for example, a row of potatoes, a row of carrots, etc. Alternatively, students can draw and colour a picture of one of the vegetables that will be planted on their next visit to the garden. Optional: ask student to describe and/or write one sentence explaining the importance of eating healthy to go with their picture.

Assessment

Use the Flower Criterion Observation Sheet (provided at the end of this unit) for the flower drawing activity.

Optional Activities

A video version of the book *Giving Thanks* is available online: www.youtube.com/watch?v=Iz_aeyCbE6Y. This video shows students taking turns reading lines from the book while their own original artworks are displayed.

Use this video as the introduction to an extension lesson where your students create their own images inspired by the book.

Ask the Elder or knowledge-keeper to bring in books or pictures that relate to locate plants that were used for food and/or medicine. Ask the guest to talk about protocols around harvesting and sustainability practices. Relate it to our garden: for our vegetables to grow, we need to take care of the earth, give back to it (natural fertilizers).

Lesson 2 – Planting and Measuring

Materials and Resources

- vegetable pictures from lesson 1
- potato bulbs
- carrot seeds
- tomato seeds
- child-sized gardening shovels
- watering cans/water
- growth chart for each vegetable – 1 per pair of students (included at the end of this unit)
- linking blocks
- Caring for Me series: *Taking Care of Mother Earth* by Leanne Flett Kruger

Preparation

This lesson should take place at the beginning of June. Invite the same Elder or knowledge-keeper as the previous lesson. Ask the guest if they have another

“planting” story to tell the class. If not, ask them if they would like to read a book to the class that you can give them ahead of time to pre-read. (*Taking Care of Mother Earth* is one possible book to use here.) Other books could include titles from Strong Readers (e.g., *How Do Plants Grow*).

Procedure

In this lesson, the students measure the height of the stem using linking blocks.

Part 1

At the garden site or in your class, review the previous lesson: planning the garden by showing the pictures they drew of the plan of the garden.

Remind students of the vegetables that they will be planting on this day: potatoes, carrots, and tomatoes by showing them the pictures. Ask the guest to say the words in the local First Peoples language and have the students repeat the word(s).

Divide the students into 3 groups (or by the number of types of vegetables to be planted).

Explain to the students that each group will rotate so that each student will have a chance to plant each type of vegetable.

In each group, have one adult demonstrate how to dig a hole for the seed or bulb, plant it, and cover it with soil.

Have students independently take turns planting a seed or bulb.

Once all students have planted their seeds and bulbs, ask them:

- What do the seeds need to grow? (water, sun, air).
- What did the earth feel like when you planted the seeds? (dry, wet, hard, soft, etc.)
- What emotions did you feel when planting the seeds? (happy, sad, excited, tired, etc.)

Rotate the groups until everyone has planted at least one seed or bulb of each vegetable.

On the last rotation, each group will be responsible for watering the plant bed.

Gather all the students and ask the guest to read *Taking Care of Mother Earth* or tell another local story about “planting” vegetables. Possible questions could include:

- What is everything connected to?
- Why is water important?
- What are some ways that we can do to help our vegetables grow?
- Why is it important that we grow our own vegetables?

Part 2

Explain to the students that the class is going to keep track of the growth of the vegetables by measuring the stem.

Pair students and provide each pair with a few linking blocks and bar graph handout (included at the end of the unit). Date, measure, record the measurement as 0 on each of the graphs.

Explain to the students that over the summer, there will be someone (you and/or parent volunteers) who will be monitoring the garden and watering the vegetables.

Assessment

This lesson is a hands-on lesson. Assessment of students can be observation: students are participating in the planting of the seeds/bulbs, responding and asking appropriate questions regarding gardening.

Co-create assessment criteria with students for their graphs.

Optional Activities

Have students illustrate what the seeds looked like before they were planted (start a plant diary). Get them to label their picture including seed colour, texture, and date planted. Ask them again to look around the area. What are they noticing (leaves on trees, flowers, things are green)? What are they hearing, feeling, and seeing?

Lessons 3 and 4 –Measuring Growth

This lesson can take place at the end of June and the first week in September.

Materials and Resources

- linking blocks
- vegetable bar graphs

Preparation

Prior to the lesson, pre-date the growth bar graph.

Procedure: Lesson 3

Have a class discussion: planning, planting and measuring the height the vegetable seeds/bulbs. Display pictures that were taken as a visual.

At the garden site, ask the students:

- What do they see? Hear? Smell? Feel?
- What is different about the area?
- What is different about the garden?

Tell the class that each group will be responsible for measuring the stems of one type of vegetable with linking blocks and record the growth on a bar graph by shading in the number of blocks.

Pair students and give each pair a handful of blocks and the vegetable bar graphs (provided at the end of this unit) to record the height of the stem of the assigned vegetable using the blocks.

Gather students and compare the graphs. Ask the students how much the stems grew. Group the students according to how much their stems grew and count how many stems grew X number of blocks.

- What is the measurement of the tallest stem?
- What is the measurement of the shortest stem?

Procedure: Lesson 4

After the vegetable have had more time to grow (e.g., over the summer), repeat the measuring and graphic activity.

Explain to the class that on the next visit, they will be harvesting the vegetables in preparation for preparing the vegetables to eat.

Assessment

Refer to Lesson 3/4/5 – Nonstandard Measurement and Graphing assessment tool (provided at the end of this unit).

Optional Activities

Get students to add to their plant diary noting what was changed, and record the date. Have them include a labelled and coloured illustration. Ask students to look around the garden again. What do they notice? (leaves are changing colours, grass is a little brown, etc.) How do they feel when they are in the garden?

Lesson 5 – Measurement and Harvesting Vegetables

This lesson should take place in the middle of September.

Materials and Resources

- linking blocks
- vegetable bar graphs
- garden shovels – 1 per student
- plastic bags – 1 per student
- Caring for Me series: *Eat, Run, And Live Healthy* by Karen W. Olson

Preparation

Invite the same Elder or knowledge-keeper as the previous lessons.

Ask the guest if they have a harvesting story that they would like to tell the class. If not, ask them if they would like to read *Eat, Run, and Live Healthy* to the class that you can give them ahead of time to pre-read. This particular book is not about harvesting; however, it is a good resource as to why it is important to choose healthy foods.

Ask the guest to talk about harvesting protocols and practices for the local Indigenous People (e.g., only take what you need, be sure to not take out of season). Discuss healthy eating and describe some of the healthy plants and vegetables commonly found in the local area.

Procedure

Part 1

Pair the students; distribute the linking blocks, bar graphs, and pencils. Have the students take the last measurement of the stems and record on the bar graph.

Compare measurements: How much did the stems grow since the last measurement? Refer to Lesson 3/4/5: Nonstandard Measurement and Graphing assessment tool provided at the end of the unit.

Part 2

Divide the students into three groups, one for each plant type (carrots, potatoes, tomatoes). Distribute a shovel and bag to each student to harvest the vegetables. Have students rotate to harvest some from each group.

Discussion during the harvesting may include:

- What did the vegetables need to grow?
- What should we do with the vegetables after we harvest them?
- How do you think we should store them until we are ready to prepare them to eat?
- How did it feel to harvest the vegetables?

Once all the vegetables have been harvested, compare the plant stems and leaves from each type of vegetable.

- How is the potato leaf different than the carrot leaf? (Potato to tomato, etc.).
- How are all the vegetables the same?
- Why are some leaves smaller or larger than others?

Ask the students what they would do differently if they were going to plant and harvest vegetables next year.

Explain to the class that next week, they will work with the local high school students to prepare the vegetables to feast on. Connect with your school district's Indigenous contact to find out if the Indigenous People whose traditional territory the school is on hold feasts. If so, find out what the purposes and protocols of the feasts are. Share this information with the class.

Assessment

This lesson is also a hands-on lesson. Whether the story is told by an Elder or knowledge-keeper, or the guest reads a storybook, assess the students' listening skills. Specifically, look for evidence of their abilities to

- focus attention on the speaker
- takes turns when speaking and/or asking questions
- uses prior knowledge to make meaning
- uses personal experiences to connect to the story

Refer to Lesson 3/4/5 – Nonstandard Measurement and Graphing assessment tool provided at the end of the unit.

Optional Activity

Have students draw a picture of their favourite vegetable. It should include labels, show what we can see above the ground, and if applicable what we might see under the ground. Have students describe and/or write one sentence explaining why it is important to eat healthy food to go with the picture.

Lesson 6 – Counting and Ordering by Size

Materials and Resources

- harvested potatoes
- Potato Math handout (provided at the end of this unit)

Preparation

Invite the Elder or knowledge-keeper back to the class to teach the students how to count from 1 to 10 in the local language.

Procedure

(Note: This lesson can be split into two lessons: 1. Counting 2. Order by size.)

Using the potatoes to help count, invite the guest to teach the students how to count from 1 to 10 in the local First Peoples language. For example, in Kwak'wala:

ᑕᑕᑕ	one
ᑕᑕᑕ	two
ᑕᑕᑕᑕ	three
ᑕᑕ	four
ᑕᑕᑕᑕᑕ	five
ᑕᑕᑕᑕᑕᑕ	six
ᑕᑕᑕᑕᑕᑕᑕ	seven
ᑕᑕᑕᑕᑕᑕᑕᑕ	eight
ᑕᑕᑕᑕᑕᑕᑕᑕᑕ	nine
ᑕᑕᑕᑕᑕᑕᑕᑕᑕᑕ	ten

(Pronunciation of Kwak'wala numbers is available at the FirstVoices website:
www.firstvoices.com/explore/FV/sections/Data/Kwak'wala/Kwakwala/Kwakwala)

In small groups, place a pile of potatoes in the centre. Have students take and count 5-10 potatoes each (depending on skill level).

Have students put the potatoes in order from smallest to largest.

- How many potatoes altogether in each group?
- How many potatoes altogether in the whole class?

Count forward and backward.

Pair students, have them count how many potatoes they have all together. Have them order their potatoes from smallest to largest.

Distribute the Potato Math handout (provided at the end of this unit). Have students count the potatoes in each row and write the number on the line.

Optional Activities

Have students colour the potatoes with an A-B pattern using any two colours for each row.

Assessment

See Lesson 6 – Counting and Printing Numbers Checklist provided at the end of this unit.

Lesson 7 – Washed Water Painting

Materials and Resources

- crayons
- paint pucks
- water
- paint brushes
- paper

Procedure

Explain to the students that they are going to make a special painting of the vegetables that they have planned, planted and harvested.

Demonstrate drawing the vegetables with a crayon (must press hard). Paint vegetables the appropriate colours. Paint the sky, blue. Paint the soil, brown. Exclude the brown coloured paint puck. Have students mix the colours to make their own shade of brown. This should be the last painted colour. There should be no white spots left on their artwork.

Hand out paper and crayons. Students draw the vegetables.

Next, place paint pucks and water at tables. Explain to the students that the paint brush must be soaked with water and to only add a little bit of paint to get the washed out effect. Paint the vegetables. Paint the background: sky and dirt. Let dry. Display.

Once all the artwork is displayed, have a class discussion about the colours and shapes used, feelings, and positive comments. Possible questions:

- What do you notice about the colours?
- What shapes were used?
- How did it feel to make the brown colour?

After the discussion, have each student make one positive comment about another students' artwork, being specific about the colours and shapes used to represent vegetables.

Optional Activity

Look at samples of art that have been inspired by nature. Why might some cultures, like First Peoples, include so many features from the environment in their art?

Assessment

See Lesson 7 – Washed Water Painting rubric provided at the end of this unit.

Lesson 8 – Thank-You Card

Materials and Resources

- 18 x 24 inch construction paper
- 4.5 x 6 inch yellow, red, orange, green, and brown construction paper – 1 per student
- glue
- 2 x 2 inch white copy paper – 1 per student
- pencil crayons

Procedure

Explain to the students that they are going to make a thank-you card to the local Elder or knowledge-keeper who has helped the class. The theme of the card is “Thank you for helping us grow.” Find out how to say and print “thank you” in the local Indigenous language by consulting with your district Indigenous contact and/or the guest.

Randomly hand out brown, red, yellow, orange and green 4.5 x 6 inch construction paper. Have students trace their hands and cut it out. Have students print their name at the bottom of their hand cut-out.

Fold a 18 x 24 inch piece of construction paper in half, at the top or bottom, write “Thank you for helping us grow.” Have student write “thank you” in the Local First Peoples language and in English on the card.

Students’ hand cut-outs can be combined in the shape of a tree. Brown hands will be the trunk and the coloured leaves will form the bush of the tree.

Extension

If some students finish early, hand out 2 x 2 inch pieces of copy paper. Have the students draw and colour a picture of their favourite part of the unit: planning, planting, and harvesting. Randomly glue these to the card.

Lesson 9 – Vegetable Preparation and Lunch Feast

Materials and Resources

- ingredients for potato soup: olive oil, onions, carrots, potatoes, vegetable broth, cheese, light cream
- baking pans
- serving bowls
- soup bowls, plates, cutlery, cups
- dish soap

- ingredients for baked potato: olive oil, seasoning salt, parsley
- ingredients for salsa: tomatoes, green peppers, green onion, jalapeño peppers, cilantro, lime juice, garlic, salt
- buns
- paring knives – 1 per pair of students
- cutting boards – 1 per pair of students
- aprons – 1 per student
- soup pots
- dish towels
- 6 – 2 x 4s – premade in 3 crosses
- 3 pillow cases
- white synthetic filling
- markers
- 3 old jeans
- 3 old shirts
- old hats
- old scarves

Preparation

This lesson will involve coordination with the high school food studies teacher, local singer(s), and Elder or knowledge-keeper.

With the food studies teacher, plan to make baked potatoes, potato soup, and salsa. (Work with the high school teacher to figure out the proportions and who will be responsible for purchasing the ingredients).

Due to time constraints, you may want to have the high school class prepare the soup in advance. Therefore, your class is just focussed on the baked potato and salsa.

Ask the Elder or knowledge-keeper to say a prayer or blessing prior to eating (if comfortable doing so).

Organize time, date, location (e.g., the high school classroom kitchen). Bring harvested vegetables to the high school teacher. Make sure there are enough cutting boards, knives, and aprons for the students.

Have the singer(s) meet your class at the desired location to sing (where appropriate) a welcome song, feast song, closing song and/or fun dance. (Note: the timing of each song may vary according to tradition.)

Procedure

Once everyone from all the classes are gathered together, do a land acknowledgment and explain whose traditional territory the vegetables grew on if it is different from the school. Many school districts have protocols for land acknowledgment. Please note it is the host's responsibility to do the land acknowledgment.

Explain that all the students get to prepare the vegetables that they planted and harvested with the assistance of the high school class. They are going to be chefs on this day and that requires them to have a lot of responsibility:

1. First, they have to wash their hands.
2. Second, put on an apron.
3. Third, a teacher will help them find a partner or two (place 1 high school student with 1-2 students from your class).
4. Fourth, they have to handle the knives with care and safety.

Have students disperse to wash their hands, put on their aprons and break into groups.

Under the support and guidance of the high school students:

- Students will wash the potatoes.
- Preheat the oven to 350 degrees. They cut the potatoes into ½ in. cubes.
- Place in a bowl, sprinkle with olive oil and seasoning salt. Toss to mix.
- Place on baking sheet and place in preheated oven for 45 minutes.
- Place all dishes by the sink. Wash the dishes.

While the potatoes are in the oven, the students can start on the salsa. Dice the tomatoes, green peppers, and onions. Place in a bowl. Add the spices. Mix until well blended. Place all dishes by the sink and wash them. Before this activity discuss mathematical concepts and language relating to measurement. Review the mathematical concepts and language during the measurement of ingredients.

Set the tables for lunch.

Just before lunch. Have singers, open with an appropriate opening song. Thank everyone involved in the occasion using the Indigenous word(s) for “thank you” learned in the previous activity. Present the thank you card to the guest. If the guest is comfortable and has agreed to beforehand, invite the guest to say a blessing or prayer. Ensure that the guest receives their food first.

Have lunch. After lunch, the singer(s) could sing, where appropriate, a feast song. Once lunch is completed, students can help with the clean-up and dishes.

Optional Activities

As students finish, they can work together on a group project: making a scarecrow. Students can dress, decorate, and display the scarecrow as they please, depending on the location of the garden site.

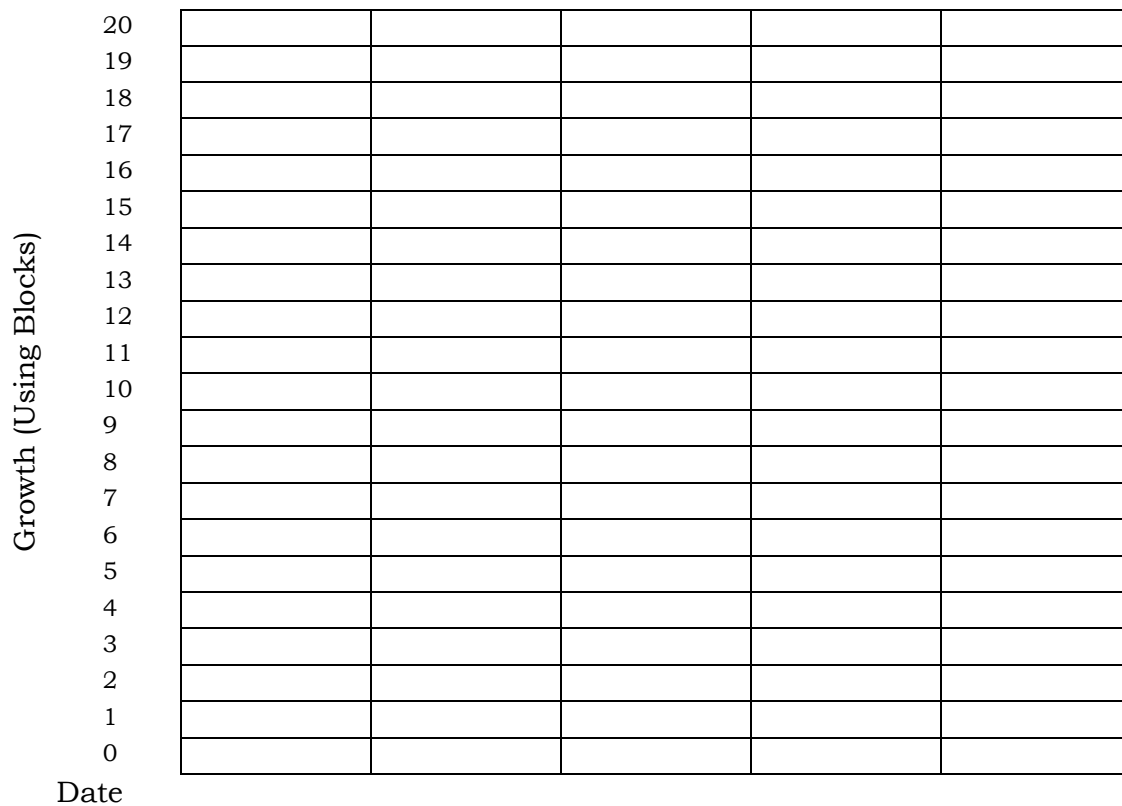
Once all students are finished. They can gather to dance to a fun dance song to conclude the day.

Students can help in the preparation of the salsa and potato soup by working with older buddies to measure and mix ingredients. Students could also copy out the recipe to take home and share with their families.

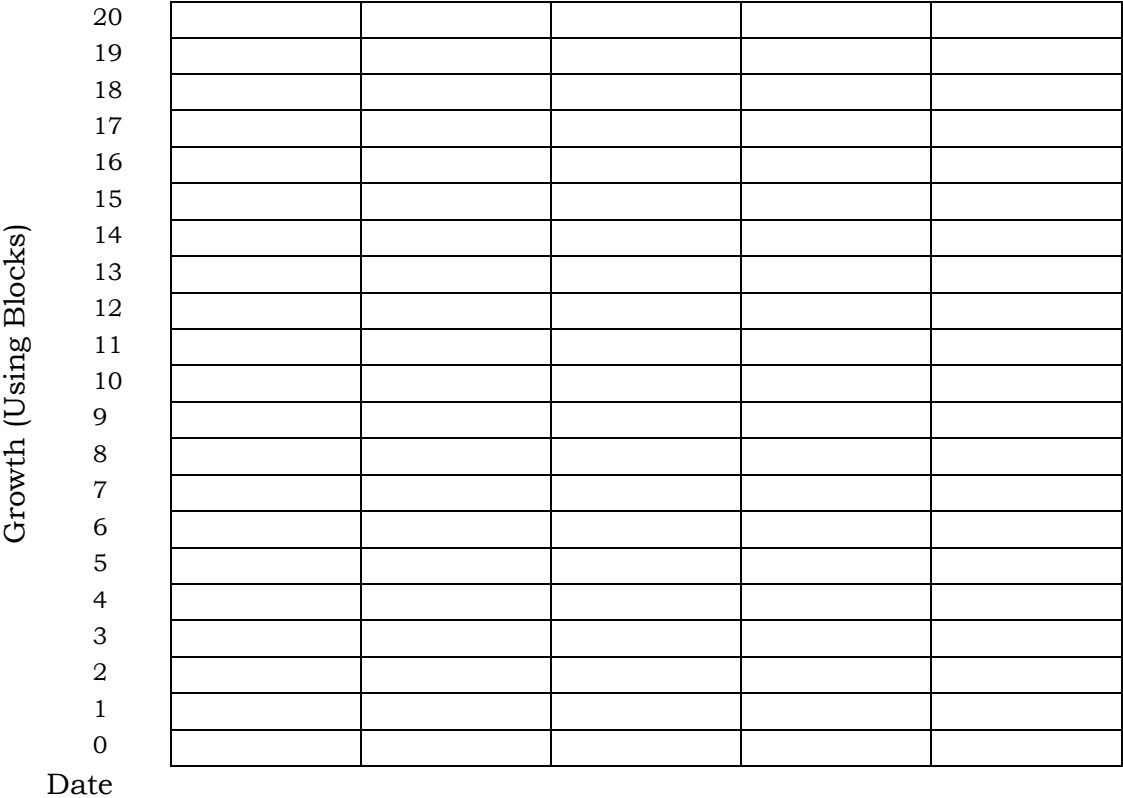
Assessment

See Lesson 9 – Meal Preparation self-assessment tool (provided at the end of this unit).

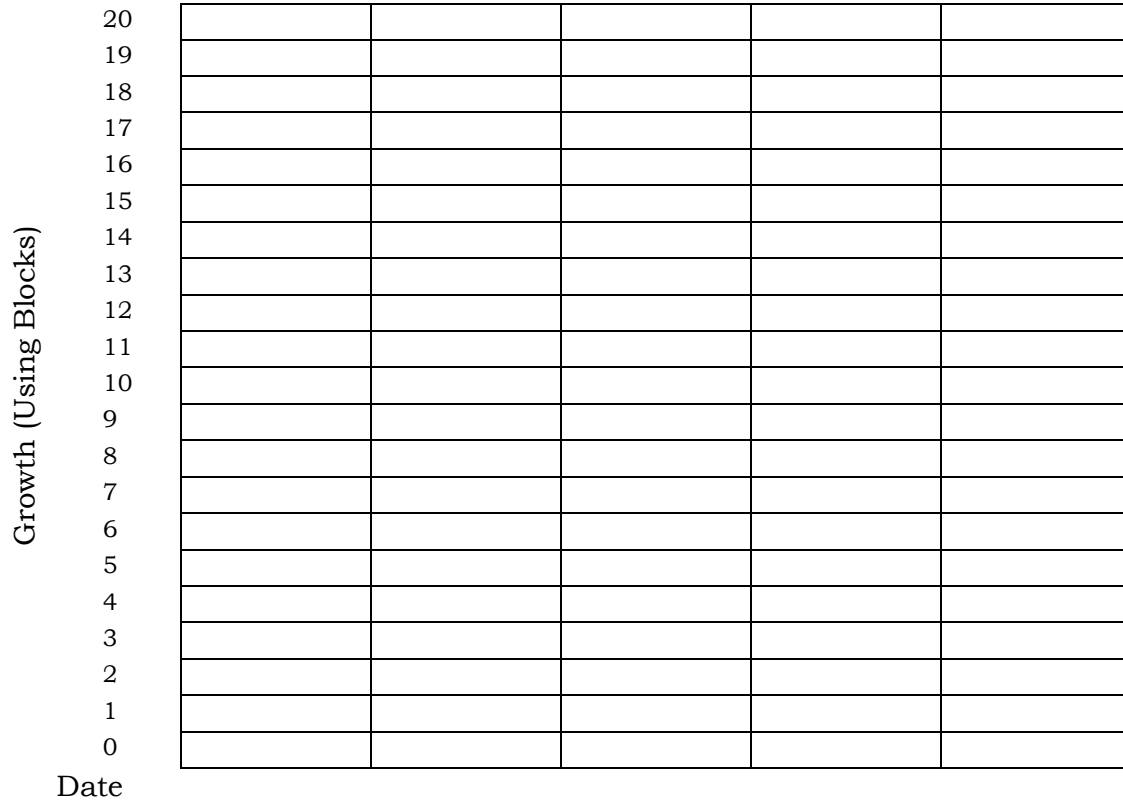
Potato Bar Graph



Carrot Bar Graph




Tomato Bar Graph





Potato Math

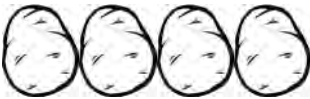
Count the potatoes. Write the number on each line.

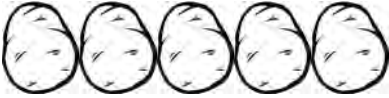
Extension: Colour each row of potatoes with an A-B pattern.


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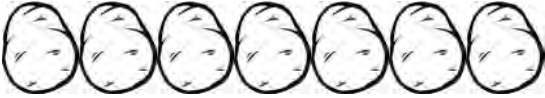
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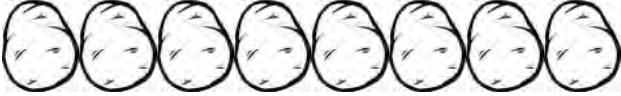
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Lesson 1 – Flower Criterion Observation Sheet

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

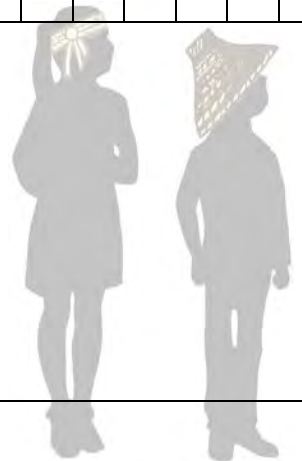
Name																			
Drew a minimum of 2 local flowers																			
Used a minimum of 3 colours																			
Included a flower, stem, and leaf																			
Correctly labelled the flower																			
Named 1-2 flowers common in the community																			
Described 1-2 basic needs of plants																			
Provided 1-2 examples of what happens to the flower during different seasons																			
Date:																			
Comments:																			



Lessons 3/4/5 – Nonstandard Measurement and Graphing

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

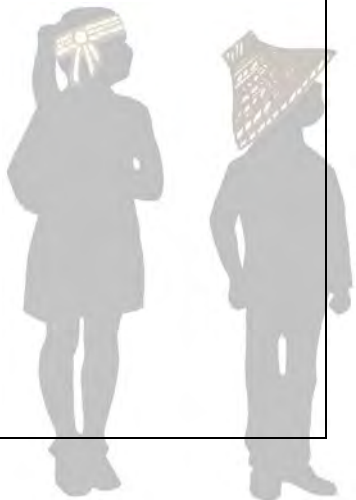
Name																				
Measured stem with linking blocks																				
Correctly counted the linking blocks																				
Shaded in the correct column in the bar graph																				
Correctly identified the tallest stem																				
Correctly identified the shortest stem																				
Correctly compared measurements to determine how much the stem grew since the last measurement																				
Provided 1-2 examples of what vegetables need to grow																				
Date:																				
Comments:																				



Lesson 6 – Counting and Printing Numbers Checklist

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

Name																				
Counts 1-5																				
Counts 6																				
Counts 7																				
Counts 8																				
Counts 9																				
Counts 10																				
Record last number counted																				
Prints digits 1-5																				
Prints digits 6-10																				
Record last number printed																				
Matches corresponding number to picture																				
Date:																				
Comments:																				



Lesson 7: Washed Water Painting

4 – Extending	3 - Proficient	2 - Developing	1 - Emerging
<ul style="list-style-type: none"> Includes variety of vegetables depicted and appropriate colours used Includes structural features of the vegetables/plants 	<ul style="list-style-type: none"> Includes 2-3 of the vegetables and appropriate colours used Includes structural features of the vegetables/plants 	<ul style="list-style-type: none"> Includes at least 2 of the vegetables; however, appropriate colours were not used Includes some of the structural features of the vegetables/plants 	<ul style="list-style-type: none"> Includes 1 of the vegetables; however appropriate colours were not used Includes little to no structural features of the vegetables/plants
<ul style="list-style-type: none"> Creates a variety of shapes without support 	<ul style="list-style-type: none"> Creates 1-2 shapes without support 	<ul style="list-style-type: none"> Creates 1-2 shapes with some support 	<ul style="list-style-type: none"> Creates shapes with support
<ul style="list-style-type: none"> Independently mixes the paint to make the colour brown 	<ul style="list-style-type: none"> Requires minimal support in mixing the paint to make the colour brown. 	<ul style="list-style-type: none"> Requires support in mixing the paint to make the colour brown 	<ul style="list-style-type: none"> Requires explicit guidance in mixing the paint to make the colour brown
<ul style="list-style-type: none"> Makes effective use of the whole space. 	<ul style="list-style-type: none"> Makes effective use of most of the whole space 	<ul style="list-style-type: none"> Makes minimal use of the whole space 	<ul style="list-style-type: none"> Makes very limited use of the space
<ul style="list-style-type: none"> Actively participates in the class discussion about the colours 	<ul style="list-style-type: none"> Participates in the class discussion about the colours 	<ul style="list-style-type: none"> Participates in the class discussion about colours with some assistance 	<ul style="list-style-type: none"> Participates in the class discussion about colours when prompted
<ul style="list-style-type: none"> Offers positive comments about peers' work without being prompted 	<ul style="list-style-type: none"> Offers positive comments about peers' work with minimal prompting 	<ul style="list-style-type: none"> Offers positive comments about peers' work with prompting 	<ul style="list-style-type: none"> Requires direct support in offering positive comments about peers' work
Date:			
Comments:			



Lesson 9: Meal Preparation

Proficiency Scale: 1: Emerging 2: Developing 3: Proficient 4: Extending

Name:	Self-Assessment	Teacher Assessment
I listened to the instructor and followed instructions.		
I listened to my partner.		
I shared the workspace.		
I respected my partners' ideas.		
I washed my hands and the vegetables properly.		
I handled the cooking equipment safely and with care.		
<p>Date:</p> <p>Comments:</p>		

