**Farm to Table Classroom Resources:**

**Lesson Plans:**

<http://edibleschoolyard.org/>

<http://www.ncagintheclassroom.com/SearchResults.aspx?Search=lesson+plans>

<http://extension.uga.edu/k12/school-gardens/>

<http://www.ces.ncsu.edu/search-results/?q=garden+lesson+plans>

<http://www.lessonplanet.com/search?keywords=Gardens&type_ids%5B%5D=357917&gclid=CP6tqcqKjboCFepZ7AodFQcAXw>

**Local Food Web Sites:**

<http://slowfoodcharlotte.org/> <http://www.7thstreetpublicmarket.com/>

<http://localloafcharlotte.com/> <http://www.lindleymills.com/>

<https://www.facebook.com/orrmanscheese> <http://www.homelandcreamery.com/>

<http://prodigalfarm.com/>

<http://northcarolinafarmhousecheeses.com/>

<http://www.prestigefarms.com/>

<http://www.luckyleafgardens.com/> <http://www.3gracesdairy.com/>

**Garden Funding/Grants:**

<http://www.ncagintheclassroom.com/Grants.aspx>

<http://nccommunitygarden.ncsu.edu/funding.html>

**Garden building (Eagle Scout projects):**

<http://www.mccscouting.org/AboutUs/ContactUs.aspx>

<http://slowfoodcharlotte.org/>

**Common Core Linkage:**

**Math**

[**CCSS.Math.Practice.MP1**](http://www.corestandards.org/Math/Practice/MP1)**Make sense of problems and persevere in solving them.**

1. **Read instructions of seed packet; determine how many seed packets to purchase based on garden area; calculate area of garden bed(s)**

[**CCSS.Math.Practice.MP2**](http://www.corestandards.org/Math/Practice/MP2)**Reason abstractly and quantitatively.**

1. **Project harvest date and estimate amount of harvest; create a calendar to determine germination date and approximate date of harvest.**

[**CCSS.Math.Practice.MP3**](http://www.corestandards.org/Math/Practice/MP3)**Construct viable arguments and critique the reasoning of others.**

1. **Work with a partner or in small groups to maintain a daily log of garden activity and plant growth. Write explanations for progress or lack thereof using reference material on plant germination and growth.**

[**CCSS.Math.Practice.MP4**](http://www.corestandards.org/Math/Practice/MP4)**Model with mathematics.**

1. **Create a calendar of plant growth from planting to harvest; create charts and graphs to monitor, depth of seed, height of plant, size of vegetable/fruit, quantity of harvest.**

[**CCSS.Math.Practice.MP5**](http://www.corestandards.org/Math/Practice/MP5)**Use appropriate tools strategically.**

1. **Use rulers and measuring tapes as well as volume containers to monitor plant growth/harvest quantities; Make an equivalency chart for customary vs. metric volumes; discuss appropriateness of estimation.**

[**CCSS.Math.Practice.MP6**](http://www.corestandards.org/Math/Practice/MP6)**Attend to precision.**

1. **Maintain a log of garden harvest frequency and quantity.**

[**CCSS.Math.Practice.MP7**](http://www.corestandards.org/Math/Practice/MP7)**Look for and make use of structure.**

1. **Establish a schedule of garden monitoring and harvest.**

[**CCSS.Math.Practice.MP8**](http://www.corestandards.org/Math/Practice/MP8)**Look for and express regularity in repeated reasoning.**

1. **Use expository writing to explain the process of growing food. Highlight patterns that contributed to the production of the food.**

Language Arts

* [College and Career Readiness Anchor Standards for Reading](http://www.corestandards.org/ELA-Literacy/CCRA/R/)
  1. Students read non-fiction, informational text on vegetable gardening; teacher models analytical skills to help students identify critical information and vocabulary. Teacher models variety of resources from seed packet instructions to Extension Service websites.
* [College and Career Readiness Anchor Standards for Writing](http://www.corestandards.org/ELA-Literacy/CCRA/W/)
  1. Teacher models expository writing for students highlighting the importance of detailed information as well as appropriate vocabulary usage. Teacher also models narrative writing to enable students to explain the gardening process as well as their role in it.
* [College and Career Readiness Anchor Standards for Speaking and Listening](http://www.corestandards.org/ELA-Literacy/CCRA/SL/)
  1. At the end of a growing season, students present their gardening experiences to classmates and/or other students. They use varied modalities to present their information. Teacher provides students with a rubric for presentations.
* [College and Career Readiness Anchor Standards for Language](http://www.corestandards.org/ELA-Literacy/CCRA/L/)
  1. Throughout the growing season the teacher highlights vocabulary pertinent to vegetable gardening through modeling correct use of vocabulary and creation of a word wall. Students are challenged to create word puzzles with definitions for the varied gardening and relevant math terms.

NC Teaching Evaluation Standards Linkage:

Standard I Teacher Demonstrates Leadership

1. Teacher develops a team of fellow teachers, parents and students to build and maintain a garden as well as grow food to donate to a community group that can partner with the school group.

Standard II Teacher establishes a respectful environment for a diverse population of students

1. Teacher has students research vegetables that are unique to their culture. Groups of students then further research to determine which vegetables can be grown in school’s climate area.

Standard III Teachers know the content they teach

1. Teachers are able to tie concepts of linear measurement, volume, rate of change (in plant growth), charts and graphs, etc. to real world experiences of gardening.

Standard IV Teachers facilitate learning for their students

1. Teachers set up teams of students to build, maintain the garden and harvest produce. Teacher coaches students when barriers present themselves. Teacher shares a number of informational text and internet resources for students to explore.

Standard V Teachers Reflect on their practice

1. Teachers maintain instructional log to examine best practices, and document instructional barriers as well as multiple modalities for expressions of student learning.