



"Give all children a chance to learn!"

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In the Garden, fall planting & soil analysis

4. This and That

...creating an information bridge that allows educators easy access to ready to use, research based nutrition information.

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These powerful words are from Carla Wright, third grade teacher at Ord Terrace Elementary. She just celebrated her 30th anniversary as a teacher ~ and she's been at the same school for the whole time. It's no wonder her classroom is a magic place that inspires, comforts, informs and delights the students.

Asked for advice to new teachers entering the field at a time when regulations, standards-based testing & NCLB all make intimidating demands on teacher time, Ms. Wright responds:

"I am a firm believer in **integrating** basic core **curriculum** ~ math and

reading ~ with art, music, food and agriculture. If you do that ~ **kids will remember!**"

Sometimes teachers see the class day as broken up into little boxes of time and resources: one for math, one for reading..... and if you're in a Program Improvement school ... a few teensy boxes more for history, science & so on. In these teachers' eyes, each subject requires separate planning, preparation and instruction.

Carla doesn't see it that way. She says "Teaching math? Bring in cooking. We bake in teams of 3 students. Every child in the team has a job. They learn to read directions. They have to read recipes ~ they see why learning fractions is important. They roll dough ~ and learn about equal distance, and symmetrical placement. One team members cuts the brownies ~ in half, or in thirds or quarters. One team member is the tasting judge for the final product. Plastic snack bags of goodies go home with each student. Start with **math or teach it through cooking- kids will remember!**" (see last page)



Here are your links to EASY FIND content-standard correlation pages for Reading Across MyPyramid:

- Kinder: <http://ucce.ucdavis.edu/files/filelibrary/1598/36390.pdf>
- 1st Grade: <http://ucce.ucdavis.edu/files/filelibrary/1598/36391.pdf>
- 2nd. Grade: <http://ucce.ucdavis.edu/files/filelibrary/1598/36392.pdf>
- 3rd Grade: <http://ucce.ucdavis.edu/files/filelibrary/1598/36392.pdf>

Teachers' Corner

For **Teachers**, UCCE offers:

Resources to support UCCE curriculum
Access to the free **Resource Library**
The newsletter, **Edible Express**:
classroom activities, local news,
showcases of local teachers.

Teacher Fulfillment: in response to
your requests

Claire Steffen, 2nd grade, from **Rose Ferrero** School in **Soledad** wanted a **card game** in which students play for the most nutritious foods.

Here is **Go Food Fish!**

(<http://cemonterey.ucdavis.edu/files/53824.ppt>)



Ben Martinez, 4th grade, from **La Gloria** School in Gonzales wanted **interactive software** for computer labs. Try these links to fun games, Ben:

<http://nourishinteractive.com/>

http://www.fns.usda.gov/tn/Resources/game/BlastOff_Game.html

<http://www.nutritionexplorations.org/kids/activities-main.asp>

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

http://exhibits.pacsci.org/nutrition/nutrition_cafe.html

Melissa Bowen, 3rd grade, from La Gloria School wanted **videos** for students, and **Ben Martinez**, 4th grade, La Gloria, wanted something to address the **issue of overweight youth**.

Try here: http://cemonterey.ucdavis.edu/EFNEPI22/Resource_Library.htm



Many teachers wanted **more time**, or a way to implement nutrition education in P.I. schools.

Here is a model that works - in only 6 min. a day (3-4 at the beginning of school and 2-3 while walking to the lunchroom). It **can** be done

AND it provides continuity and daily reinforcement of the message - **EAT RIGHT FOR GOOD HEALTH**.

Find Instructions, sample bookmarks and study guide here:



Small Bites

<http://cemonterey.ucdavis.edu/files/53825.ppt>

Cheryl Coppo, 6th grade, from **Jack Francioni** wanted to see Content Standards by grade level. For NTGO, look at Appendix B. For RAMP, look at these easy-find pages:



From top to bottom: Kinder, 1st, 2nd, 3rd:

<http://ucce.ucdavis.edu/files/filelibrary/1598/36390.pdf>

<http://ucce.ucdavis.edu/files/filelibrary/1598/36391.pdf>

<http://ucce.ucdavis.edu/files/filelibrary/1598/36393.pdf>

<http://ucce.ucdavis.edu/files/filelibrary/1598/36393.pdf>

Cresta McIntosh, 5th grade, from **Jack Francioni** wanted ideas on integrating curriculum. Here's an answer from another local teacher in the Summer '07 issue of Edible Express: http://cemonterey.ucdavis.edu/newsletterfiles/_i_b_Edible_Express__b__i_11690.pdf

Wait!

There's more!

Want some **discussion provoking prompts** for grade 4 through adult?

“Family Food Around the World”

Download at this set showing a week of typical foods from 10 countries:

<http://cemonterey.ucdavis.edu/files/45548.pdf>



Sonia Sanchez, 1st grade, **Gabilan School**, wanted picture cards in portion sizes.

Download the official USDA images here, and print on card stock:

USDA Portion Sizes English : <http://cemonterey.ucdavis.edu/files/53833.pdf>

USDA Portion Sizes Español: <http://cemonterey.ucdavis.edu/files/53834.pdf>

Feedback:

Have a comment you'd like to post? email kmnolan@ucdavis.edu

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Plant these in the fall:



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Real life applications...

The School Garden : at the beginning...

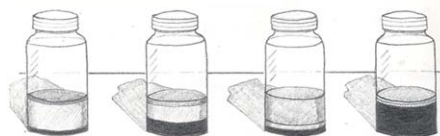
The Super School Garden Resource is very close: <http://www.lifelab.org/>

Plants need sunlight, soil and water. In class, to illustrate the needs of plants, have students assume the roles of the various elements needed for plant growth. One child will be the sun, one child the water, and several students will be seeds.



Discuss with class how it feels to be a plant, breaking through the ground with its leaves or taking up water with its roots.

Let students demonstrate the effect of too much- or, not enough -or the right amount- of sunlight and water on the growth of the plants. The rest of the class can explain what is happening to the plants under the various conditions.



Silt	Loam (desirable)	Clay	Sand
5% clay	20% clay	60% clay	10% clay
85% silt	40% silt	20% silt	10% silt
10% sand	40% sand	20% sand	80% sand

Soil texture. In the garden site, have students use a shovel to obtain a soil sample from the top 7 inches. Fill a jar two thirds with water, and add soil till the jar is almost full. Put the top on securely and shake vigorously.

Let the soil settle. The heaviest particles (**sand**) will settle first; **silt** and **clay** particles will take hours to settle and the finest clay particles will remain in suspension indefinitely.

Students can place a sheet of paper behind the jar and mark off the visible layers. Older students will be able to calculate the percentage of the different sized particles in the samples.

Materials needed: Clear glass jar with tight-fitting lid, garden soil sample, paper.



This **Plant Needs - or - Soil Sample** activity helps students meet the following Science content standards:

Kindergarten: 1A, 1B, 1C, 2CA, 4A, 4B, 4C, 4D, 4E

1st Grade: 4A, 4B, 4D, 4E

2nd Grade: 1A, 1B, 1C, 3E, 2F, 4A, 4B, 4C, 4D, 4G

3rd Grade: 5A, 5C, 5D, 5E

“All children...” from page one

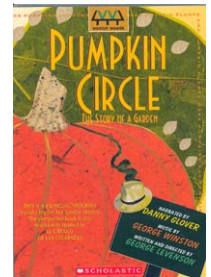
She continues: “Teach [those pesky] fractions ~ through music and art, as well. Do you have students who are slow in math ~ but they know *all* the lyrics to their favorite songs and can keep the beat while they sing them? Try music (3/4 time? What’s a half note?). **When they can take it home** [singing, or munching the treat they made] - **kids will remember!**”

In Ms Wright’s classroom, students study social studies at grade level by studying Monterey County Agriculture. They study science - **Heart Power** by studying MyPyramid

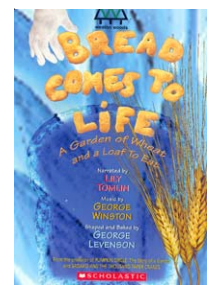
“Learning is not one-sided” according to Carla. “It has to be well-rounded, well-balanced.” Her students have learned a poem a month - for reciting in class. She even uses sign language in the classroom.



New DVDs in the Resource Library:



George Levinson’s beloved **Pumpkin Circle**, and his exciting **Bread Comes to Life**



But what about teachers in Program Improvement schools where students spend most of the class day in their seats, drilling in reading and math? Carla Wright says to these teachers:

“Even though you may be at a P.I. school, *you* have to make sure the education is well-rounded. You can’t penalize the kids by taking that away from them. What about the students who aren’t visual learners? You have to use *all* techniques to give *all* children a chance to learn.”

What will you plant?



Carrots & Chard

10 Really Good Reasons Exercise is Important for Your Child - print for parents

http://www.activelivingresources.org/assets/kids_activity_spanish.pdf

Thanks to NFCCC

http://www.activelivingresources.org/assets/kids_activity_english.pdf

The University of California Cooperative Extension’s Youth Nutrition Education Program is for teachers, youth program coordinators, staff and counselors working with students at schools that have 50% or more participation in the Free and Reduced School Meal Plan, in Monterey and Santa Cruz Counties. Our goal is to encourage students to try many different foods, eat plenty of nutritious fruits and vegetables and enjoy appetizing and nutritious snacks, especially whole grain snacks that they can prepare themselves. Gardening projects help students learn about plant food sources from hands-on experiences.

UCCE offers free on-site workshops, for teachers or staff, free ongoing program support and free curriculum - choose from a variety of educator-developed selections geared toward helping your class to achieve AYP goals. Partner with Youth FSNE to practice math and language skills for testing, using activities with nutrition content.

For more information call Kathleen at 831.759.7373 .

A 2nd grader at Marina Vista, upon seeing Bread Comes to Life, leaped up and shouted joyfully: “Now I know what I can be when I grow up. I can bake bread- I *don’t* have to work in an office!”

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