



GRADE 4

Farm to School Lesson Plan

Topic: Native Wisconsin Plants—Cranberries (suggested month: **November**)

Monthly Essential Question: Which plants are native to Wisconsin?

Content Areas Addressed: Social Studies, Global Agricultural Systems, Technology/Information, Agriscience/Production, Ecology/Environment, Business Management/Marketing

Standards Addressed:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.4.1)
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS.ELA-LITERACY.RI.4.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.4.1b, c, d)
- Identify the reasons and evidence a speaker provides to support particular points. (CCSS.ELA-LITERACY.SL.4.3)
- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.4.4a, c)
- Understand how products made from plants and animals are made available for use by people; understand how cultural influences shape how people use food and fiber, explain how climate affects plants and animals raised. (A.4.1-3)
- Identify the different ways land is used, understand how different climatic conditions determine the plants grown in an area. (E.4.2-3)

Key Terms: Native

Seasonal

Materials Needed: Native Wisconsin Plants PowerPoint

Blank paper

Writing utensils

Sampling food and supplies

Introduction: (5 min) *Introduce essential question—Which plants are native to Wisconsin? “We have many native plants living here in Wisconsin. When a plant is native to Wisconsin they can grow and live a happy and healthy life even with our cold winters and short summers. If our food comes from a plant or animal that is native to Wisconsin, then that food is also considered native to Wisconsin. There are many foods that get a lot of attention in November. What foods do you think of when November comes around? (pumpkin pie, turkey, cranberries) Why don’t we think about strawberries or asparagus? (not in season) Why do you think these foods are popular at this time of year? (holidays, seasonal, historic, native) Even though we don’t think of these items during other parts of the year, each item follows a growing cycle that occurs year round. Today we are going to talk about cranberries and what they’re doing when they are not in the spotlight.”

Development: (20 min) Instruct students to take out blank paper and writing utensils. Have students write the 4 seasons on a sheet of paper. This is just for them to take notes during the video. “Here is a list of different cranberry tasks. We’re going to watch a video about cranberries. Try to listen for these during the video and make notes on your sheet of what season they occur.” Watch “Wisconsin Cranberries: Growing Strong” video. What new information did you learn from the video? As a few students to share what they learned. “From the video we learned the cycle cranberries go through from one season to the next. Let’s see if we can put these tasks in the correct seasons. “ Discuss answers as a class.

Sampling & Closure: (5 min) Conduct local fruit or veggie tasting. Instruct each student to take a ‘polite bite’ (eat at least one bite and only say polite things). *Review essential question—Which plants are native to Wisconsin? “Recall when I told you that if your food comes from a plant or animal that is native to Wisconsin, then that food is also considered native to Wisconsin? Does that mean cranberry sauce and fresh, canned, and dried cranberries are all native to Wisconsin?” Ask a few students to explain why or why not. Challenge students to identify what items come from plants or animals native to Wisconsin every time they have a meal.