



# GRADE 5

## Farm to School Lesson Plan

**Topic:** Healthy Soil– Composting (suggested month: **October**)

**Monthly Essential Question:** What is the relationship between healthy soil and healthy food?

**Content Areas Addressed:** Agricultural Education, Science

**Standards Addressed:**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.5.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.5.1b, c, d)
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.ELA-LITERACY.SL.5.3)
- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.5.4a, c)

**Key Terms:** Compost

Nitrogen

**Materials Needed:**

Healthy Soil PowerPoint

Writing utensils

Blank paper or KWL charts

Sampling food and supplies

**Introduction: (5 min)** \*Introduce essential question—"What is the relationship between healthy soil and healthy food?" "Let's imagine we are going on a field trip. We get on the bus with our lunches and our backpacks, and we're so excited for all of the learning that is going to take place at this mystery location. We take our seats and off we go. The ride is going great. We're singing songs and checking out the scenery. A few minutes later, we've arrived. We can barely contain ourselves as we pile off of the bus and look around. Here we are—The LANDFILL! Look around...what do you see? (garbage). What kind of garbage? (paper, diapers, food, metal scraps). What happens when this landfill is full? (start another one). What happens when that new landfill is full? (start another one and another and another). Take a closer look. Do you think there are things in here that could go somewhere else so we don't fill up landfills as fast? (recyclables, food). Let's look at a graph about waste found in Wisconsin landfills. Any observations about this information? (some waste could be diverted through recycling, other methods). What categories could be eliminated if they were disposed through other means? (paper, some plastics, yard/food, some glass). Today we are going to talk about how landfill waste can be reduced through composting."

**Development: (20 min)** Have students take out a blank piece of paper and writing utensil. Show KWL chart slide and instruct students to make a KWL chart on their paper. "Our topic is composting. Write everything you already know about composting under 'K' and write anything you want to know about composting under 'W'. To give us a little more information about composting, we're going to watch a National Geographic video about composting. Pay special attention to what sorts of waste can become a part of the compost." Watch "Compost" video. "What did you learn? Write at least three things you learned under 'L'. If the video brought up any new questions about composting, write them under the 'W' section."

**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— What is the relationship between healthy soil and healthy food? Can we play a role in reducing the waste that ends up in landfills? What are some things we can do to help our community reduce their waste flow?" (compost, recycle, reuse/repurpose, etc.).



# KWL Chart

Topic \_\_\_\_\_

<b>K</b> What I KNOW	<b>W</b> What I WANT to Know	<b>L</b> What I LEARNED