

Third Grade Curriculum

Season	Produce	Recipes	FoodPrints Lesson	Standards/Cornerstones
September	peppers cucumbers eggplant tomatoes green beans melons broccoli cauliflower apples radishes lettuce sweet potato pumpkin squash kohlrabi arugula beet brussel sprouts cabbage	<p><u>DCPS OFNS FoodPrints Menu (Fall)</u></p> <p><u>Spinach Ricotta Pesto & ABC Salad</u></p> <p><u>Black Bean Confetti Salad & Chili Lime Slaw</u></p> <p><u>Aloo Palak & Apple Kohlrabi Salad</u></p> <p>other suggested recipes</p> <p>apple tasting/comparison</p> <p><u>Applesauce</u></p> <p><u>Apple Crisp</u></p> <p><u>Basil Pesto</u> or salad dressing with raw veggies to dip</p> <p><u>Ratatouille</u></p>	<p>Taking Care of the Planet/Recycling</p> <p>The teacher starts the class by reading a book about recycling and then discusses with the students why it's important to recycle and the impact it has on the environment. In addition to recycling, there are ways to reduce their use of things like water and electricity, reduce the amount of waste they produce and reuse items instead of throwing them in the trash (landfill). Students are asked to come up with ways that they can make changes in their daily lifestyle to reduce/reuse/recycle. In small groups students make posters to hang around the school that help other students learn about recycling, why it's important and how they can get involved.</p> <p>Review DC laws on recycling and ask the students questions about these laws.</p> <p>Books: "Michael Recycle",</p>	<p>ELA Unit: People, Laws, and Democracy</p> <p>Common Core ELA</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
October	raspberry okra celery		<p>Life Cycle of Plants</p> <p>Germination</p> <p>Photosynthesis</p> <p>Through shared discussion, students generate all the information they already know about photosynthesis. They perform a skit, playing the roles of plants, sun, water, oxygen, carbon dioxide, and nutrients to understand the role each of these elements plays in making the process of photosynthesis possible. Students then work on diagrams in their FoodPrints journals that they will use to teach a younger student about photosynthesis.</p> <p>Pollination</p> <p>Decomposition</p>	<p>ELA Unit: The Living World: Animal Habitats</p> <p>SCIENCE UNIT: Plants and Animals Life Cycle</p> <p>NGSS 3-LS2-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death</p> <p>(LS1.B Growth and Development of Organisms: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.)</p> <p>NGSS 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.</p> <p>(LS3.A Many characteristics of organisms are inherited from their parents.)</p> <p>(LS3.B Different organisms vary in how they look and function because they have different inherited information.)</p> <p>NGSS 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>(LS3.A Other characteristics result from individual's interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.)</p> <p>(LS3.B The environment also affects the traits that an organism develops.)</p>

<p>November</p>	<p>bok choy apples sweet potatoes kale cabbage spinach rutabaga kohlrabi arugula beet brussel sprouts</p> <p>The Three Sisters dry beans winter squash corn (dry)</p>	<p>DCPS OFNS FoodPrints Menu (<i>Winter Cycle 1</i>)</p> <p>Broccoli Pasta & Roasted Winter Squash</p> <p>Black Bean and Sweet Potato Chili & Broccoli Slaw</p> <p>Cauliflower, Chickpea and Potato Curry & Colorful Kale Salad</p> <p>other suggested recipes</p> <p>Simple Veggie Stir Fry</p> <p>Applesauce</p> <p>Apple Crisp</p> <p>Butternut Squash and Potato Mash</p> <p>Hummus</p> <p>Sweet Potato Quesadillas</p> <p>Three Sister's Recipes</p>	<p>Putting It All Together: The Garden Ecosystem</p> <p>The teacher asks the students what the word “ecosystem” means, and then discusses with the students how different organisms depend on each other to survive within an ecosystem. Also address the non-living (abiotic) components of an ecosystem and why they are important to the “system”. The students try to name as many ecosystems as they can and what makes them an ecosystem. Ask the students what they would find in the garden and how the different things they find in the garden depend on each other (for example: worms are decomposers, etc.) and what would disrupt the garden ecosystem.</p> <p>Small groups will choose one animal in the school garden ecosystem and identify necessary environmental factors for the survival of the chosen animal.</p>	<p>ELA Unit: The Living World: Animal Habitats</p> <p>Science Unit: Plant and Animal Life Cycles</p> <p>ELA Cornerstone 2: Habitat Heroes</p> <p>Third graders will become zoologists, understanding the various habitats where animals live. They will research a specific habitat and identify necessary environmental factors for the survival of a chosen animal. Analyzing and synthesizing information from multiple sources, students will create a triorama that represents the animal’s habitat and perform a public service announcement advocating for the habitat’s preservation.</p> <p>NGSS 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>3rd Grade Environmental Literacy Context for Learning</p> <p>How do living things adapt to the changes in the environment?</p>
<p>December/January</p>		<p>Beans: Jack’s Magic Beans</p> <p>Winter Squash: Curried Winter Squash Soup</p> <p>Mashed Winter Squash</p> <p>Three Sisters: Homemade Corn Tortillas & Three Sisters Tacos</p>	<p>Soil</p> <p>The teacher discusses what soil is and what makes it healthy and shows students a poster about what soil is made of. The students dissect different soil samples and also learn about the importance of worms in the soil. Students get to hold worms from the classroom worm bin and brainstorm things that they might find in healthy soil (like living creatures)</p>	<p>Science Unit: The Hunger Games: Who Will Survive?</p> <p>NGSS 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>(LS4.C – Adaptation: For any particular environment, some kinds of organisms survive well, some survive less well, and come cannot survive at all.)</p>
<p>February</p>	<p>kale collard greens onions and garlic winter radishes kohlrabi sweet potatoes cabbage whole grains dry beans</p>	<p>DCPS OFNS FoodPrints Menu (<i>Winter Cycle 2</i>)</p> <p>Crunchy Rosemary Lemon Chickpeas & Spinach Salad</p> <p>Bean and Vegetable Chili & Kale with Lemon and Garlic</p> <p>Shepherd’s Pie & Collard Green with Browned Onions</p> <p>other suggested recipes</p>	<p>Garden Planning - Multiplication and Area</p> <p>“Square foot gardening” - Students plan for spring planting using the measurements of the garden beds and how many seeds can be planted in a square foot, for example how many kale plants/seeds can be planted in a 12’ x 3’ garden bed or how many carrot seeds.</p>	<p>Math - Measurement and Data</p> <p>3.MD.5a A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>

March		<p>Colcannon</p> <p>Sweet Potato Quesadillas</p> <p>Curried Winter Squash Soup</p> <p>Butternut Squash Provencal</p> <p>Indian Spiced Lentils and Kale</p> <p>Kale Quesadillas</p> <p>Three Sister’s Recipes</p> <p>Beans: Jack’s Magic Beans</p> <p>Winter Squash: Curried Winter Squash Soup</p> <p>Mashed Winter Squash</p> <p>Three Sisters: Homemade Corn Tortillas & Three Sisters Tacos</p>	<p>Nutrient Dense v. Energy Dense</p> <p>The teacher discusses the difference between nutrient dense foods and energy dense foods and the importance of eating nutrient dense foods that help our bodies stay healthy and provide energy for us to do well in school and play outside. Students brainstorm examples of nutrient dense foods and energy dense foods and how they can make healthy food choices.</p> <p>Books: “My Amazing Body”</p>	<p>3-5 Health – Nutrition, 5.1.2 Describe the food groups including recommended portions for each.</p> <p>3-5 Health – Nutrition, 5.4.8 Demonstrate how to ask for nutritious food.</p> <p>3-5 Health – Nutrition, 5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.</p> <p>3-5 Health – Nutrition, 5.6.10 Set a short-term nutrition goal and track progress towards its achievement.</p> <p>3-5 Health – Disease Prevention, 4.7.15 Demonstrate how to follow universal precautions (e.g. hand hygiene, cleaning, and disinfection) for preventing infection.</p>
April	spinach kale collards lettuce asparagus radishes sugar snap peas cabbage swiss chard	<p>DCPS OFNS FoodPrints Menu (Spring)</p> <p>Fried Rice & Roasted Broccoli</p> <p>Lentil and Spinach Stew & Tuscan Kale Salad</p> <p>Prosperity Peas with Collard Greens & French Carrot Salad</p>	<p>Collecting Data from the Garden</p> <p>Give the students a list of things that they need to find in the garden and have them record how many of each item they find. Back in the classroom have the students work in small groups to make a graph depicting what they found in the garden. Answer questions such as “How many more carrots do we have than beets?”</p>	<p>Math – Measurement and Data</p> <p>3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>
May/June	potatoes raspberry herbs carrots strawberries raspberries garlic broccoli kohlrabi brussel sprouts cauliflower kale	<p>other suggested recipes</p> <p>Spinach Hummus</p> <p>Roasted Asparagus</p> <p>Sauteed Lemon Asparagus</p> <p>Quinoa & Asparagus Salad</p> <p>Radishes with Bread and Butter</p> <p>Radish and Cucumber Salad with Feta</p> <p>Potato Chive Soup</p> <p>Warm Potato Salad</p>	<p>Seasonal Food, Why Eat Local?</p> <p>The class starts with the students discussing where their food comes from, how it gets to grocery stores and restaurants and how far it has to travel (for example: bananas and oranges). They then predict what will be growing in the garden based on the seasons, and the class goes out to the garden to see how many of their predictions were correct. Back in the classroom the teacher directs the discussion around buying local, who it impacts and why it can be beneficial.</p> <p>Activity: Students work in groups to determine what grows in the different seasons in Washington DC, what local ingredients</p>	<p>ELA Unit: Washington, D.C.: It’s Right Outside My Door</p> <p>Science Unit: Weather and Climate</p> <p>NGSS 3-ESS2.D Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years.</p> <p>Crosscutting Concepts for Science</p> <p>Patterns: Patterns of change can be used to make predictions. (3-ESS2-1, 3-ESS2-2)</p>

	<p>Spinach Salad</p> <p>Moroccan Carrot Salad</p> <p>Strawberry Kale Smoothie</p> <p><u>Sugar snap peas</u> (no recipe – just pull the strings if needed, drop in boiling water for 30 seconds and serve with olive oil and a little salt)</p> <p>Lettuce, Spinach and Veggie Salads with:</p> <p>Cilantro Lime Dressing</p> <p>Sweet Balsamic Vinaigrette</p> <p>Ranch Dressing</p> <p>Simple Green Salad with Herb Vinaigrette</p> <p><u>Strawberries Yogurt Parfaits</u> (no recipe – just plain yogurt, fresh strawberries and a bit of maple syrup)</p>	<p>are included in the FoodPrints recipes they are making and also the impact of buying food that has to travel long distances.</p> <p>Books: “Who Grew My Soup”, “How did that get in my lunch?”</p>	
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