

Ugly Foods and Hungry People

Educator Guide

Welcome to our Hybrid Learning Series.

The Rock by Rock Hybrid Learning Series is a great addition to science and literacy instruction either as a whole class or small group interdisciplinary unit or as a self-directed learning opportunity. Each project includes character growth, reading, writing, science, social studies and the arts.

At Rock by Rock, we believe children learn best when they are having fun and are deeply engaged in rigorous, hands-on learning with real-world application. That is why our projects:

- **Focus on building literacies for life:** We design our modules to prioritize both the consumption and production of modern day applications of 21st century literacies such as text messaging chats, shorter texts, short-form multimedia, podcasts, etc....
- **Are hybrid (blend of offline and online learning):** We leverage technology to present engaging content and couple that with real world hands-on projects and activities to provide a multimodal learning experience to meet every learner's needs.
- **Develop life habits and character:** We believe habits and character education are a core part of instruction. By infusing habits with academics, we can better prepare children to thrive in our ever-changing world and help make the world a better place.



Each project in the K-2 Series can be done together as a class, in small groups or individually as a self-directed project. Each mission is focused on a real world challenge and how we can take small actions each day to help. Each project positions students to:

1. **Life Habit:** Reflect on the focus life habit (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the mission or challenge students will address through reading, social studies and science and connect personally to the issue or problem through writing and art.
3. **Take Action:** Engage in a take action project that involves writing and art (art, performance, etc.).
4. **Share:** Enlist others to work towards or rally around a cause.
5. **Reflect:** Reflect on how the project taught about the subject and life habit. Set habit goals for future growth.

Sample Classroom Applications: There are two ways you can use this project based learning bundle.



Integrated/Centers: You can integrate the project across your day. This looks like implementing a topical unit that ties together different learning blocks around one topic/theme. Below is a table that illustrates one way you can integrate the project across your days including in self-directed centers.

Time of Day	Component and Description
Morning Meeting or Community Time	Introduce the topic and theme of the project. <ul style="list-style-type: none"> ● Introduce the unit life habit. ● Discuss the habit and engage in life habit activities. ● Complete the weekly reflections of the life habit each week.
Humanities/Literacy	Supplement literacy (i.e. once a week for reading aloud/shared reading in science or social studies time). <ul style="list-style-type: none"> ● Engage in the literacy lessons and post-reading activities. ● Student's spend time explaining and internalizing important scientific concepts. ● Students gain a deeper understanding of the problem so they can apply what they have learned to their take action projects.
Center Time	Set up a rotation of centers to include: <ul style="list-style-type: none"> ● Self-Directed Computer Center - Complete the social studies and science modules. ● Hands-On Activities: Put out different activities for students to engage with each week.
Take Action Project Time	Take Action Project: <ul style="list-style-type: none"> ● Engage in the project as a full class. ● Provide an opportunity for students to present and share what they have learned with their community. ● Reflect on their life-habit and what they have learned.



Project-Based Learning Time: If you have a dedicated project based learning time each week or science/social studies time you can do this set of lessons as a whole group/class learning journey. This is recommended for the homeschool setting. After you have downloaded the materials you can start with the “Introduction to the Life Habit” activity and work through to the “Take Action Project.” Below explains the component parts of the project journey.

Components	Description										
Introduction to the Life Habit	<ol style="list-style-type: none"> 1. Set the stage for the topic and excite students about the project. 2. Watch the introductory video together. 3. Introduce the life habit and engage in the life habit activities as a whole group. 4. Set up the weekly reflection. 										
Literacy Lessons	<ol style="list-style-type: none"> 1. We have provided a non-fiction magazine to explore and read aloud with your students. 2. Each section has a literacy lesson that you can explore together to explain each of the concepts. 										
STEAM Online Modules & Hands-On Activities	<ol style="list-style-type: none"> 1. STEAM Activities: Each week we have paired a hands-on activity with the topic of the week. At times it may be good to start with these experiments so students are exploring and discovering the content they will later learn about when reading the Zine. 2. Online Modules: You can review these lessons together as a group or have students log-in to explore in pairs/individually. Each module lesson reinforces and extends key ideas shared in the literacy lessons. <table border="1" data-bbox="611 959 1864 1279" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="611 959 1266 1024">Online Modules</th> <th data-bbox="1266 959 1864 1024">Hands-On Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 1024 1266 1089">Lessons 1-3</td> <td data-bbox="1266 1024 1864 1089">Watch the Waste</td> </tr> <tr> <td data-bbox="611 1089 1266 1154">Lessons 4-9</td> <td data-bbox="1266 1089 1864 1154">Watch it Grow</td> </tr> <tr> <td data-bbox="611 1154 1266 1219">Lesson 10-11</td> <td data-bbox="1266 1154 1864 1219">Food and Hunger Emoji</td> </tr> <tr> <td data-bbox="611 1219 1266 1279">Lessons 12-15</td> <td data-bbox="1266 1219 1864 1279">Food Crisis Lapbook</td> </tr> </tbody> </table> 	Online Modules	Hands-On Activities	Lessons 1-3	Watch the Waste	Lessons 4-9	Watch it Grow	Lesson 10-11	Food and Hunger Emoji	Lessons 12-15	Food Crisis Lapbook
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Lesson 10-11	Food and Hunger Emoji										
Lessons 12-15	Food Crisis Lapbook										
Take Action, Share and Reflect	<ol style="list-style-type: none"> 1. The Take Action Project focuses on how kids can take action as science citizens to better our world. 2. Students present what they have learned by sharing with others. 3. Close out the project through an independent and group reflection on the life habit. . 										

Unit Overview:

Driving Question: <i>How can we address hunger by reducing food waste?</i>	Real World Mission: <i>Learn about how we can address hunger and food waste.</i>	Take Action Project: <i>Raise money to donate to a charity addressing hunger.</i>
<p>Learning Goals Character Focus: Empathy</p> <p>Literacy:</p> <ol style="list-style-type: none"> Practice tier 2 and tier 3 words related to food waste. Identify the main idea and retell key details for a text. Distinguish between information provided by pictures of other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key details. Participate in collaborative conversations about hunger and food waste. Explain major differences between books that tell stories and books that give information. Use information from texts to ask and answer questions. <p>Science:</p> <ol style="list-style-type: none"> Explain that the life cycle of a plant starts with a seed. Understand that seeds are dispersed in a variety of ways including wind, water, animals, and gravity. Conduct an investigation to determine if plants need sunlight and water to grow. Identify the main parts (roots, stems, flowers, fruits, and leaves) of an adult plant. Describe the causes of food waste and this waste contributes to the hunger problem. Understand we can help address hunger by not judging a plant by its looks. List actions people can take to address hunger and food waste. Fundraise by using scientific facts to persuade. 		<p>Materials:</p> <ul style="list-style-type: none"> ZINE (online or printed) Literacy Handouts Activity Handouts (these are also in the mission log). Student Mission Log Teacher Literacy Visuals <p>Activity Specific Materials:</p> <ul style="list-style-type: none"> Bag & 3 Items of Food Index Cards Cress Seeds Plastic Trays Cardboard Boxes Paper Towel Water Post-It Notes Clothespins Paint Paintbrushes Self-Adhesive Jewels File Folders <p>General Materials</p> <ul style="list-style-type: none"> Markers, Poster Paper, Crayons, Scissors, Glue

Standards Alignment:

Each project meets reading and writing standards in most states and is aligned to national standards for science and social studies, 21st century skills and the arts. This module specifically supports:

Reading CCSS	Writing CCSS	Listening and Speaking CCSS	Science NGSS	SEL 21st Century Skills
Key Ideas and Details: 1-3 Craft and Structure: 4-6	Text Types and Purposes 2 Production and Distribution of Writing 5,6	Comprehension and Collaboration 1,2 Presentation of Knowledge	K-2-ETS1-1, K-2-ETS1-3, K-PS3-1, K-PS3-2, 2-LS2-1, 2-LS2-2, 2-LS4-1, SEPs: Asking Questions and Defining Problems,	Focus: Empathy 21st Cent Framework National Art

Integration of Knowledge 7-9 Text Complexity - 10	Research and Build to Present Knowledge 7-8	and ideas 4-6	Obtaining, Evaluating, and Communicating Information CCCs: Cause and Effect, Structure and Function, Stability and Change	Standards
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At-A-Glance

The table below provides an overview of how you can implement this project. For online centers, kids can move at their own pace or move ahead. As a class or group you may go deeper into the content together. The online lessons can be an additional resource material for group lessons. Our hope is all of these materials provide additional opportunities for kids to explore the content, answer the driving question, and apply it to the take action project at the end.

Module	Description	Activities	Materials
Intro + Life Habit Empathy 1-2 Days	Students are introduced to their mission: <i>How can we address hunger by reducing food waste?</i> Students also learn their project this month is a fundraiser. The habit of the unit is focused on empathy. Students practice empathy through an "I see, I think, I wonder" activity.	Whole Group/Pairs: <ul style="list-style-type: none"> • Full of Feelings • What is Empathy? • I see, I think, I wonder 	<ul style="list-style-type: none"> • Student Mission Log • Online Module
Food Waste and Hunger 2-3 Days	Students learn about the food crisis and food waste issue in the United States and other parts of the world. Engage & Explore: Students start this week through a hands-on activity by observing and tracking the number of times they observe food being wasted during the day. They practice science and math skills by graphing and discussing the data. Explain & Elaborate: Students read the zine, and identify the main reasons for food waste in the US and globally. Extend: The online modules help extend what they read through additional videos and audio facts.	Whole or Small Group: <ul style="list-style-type: none"> • Literacy Lesson # 1 Centers: <ul style="list-style-type: none"> • Online Student Module 1 • Online Student Module 2 • Online Student Module 3 • Hands-On Activity 1: Watch the Waste 	<ul style="list-style-type: none"> • Online Module • Student Mission Log or Printable Handouts • Bag • 3 Items of Food • Index Cards • Crayons
Where Does Our Food Come From? 2-3 Days	Students discover plants grow from a seed. Engage & Explore: They start exploring by conducting an investigation to determine if plants need sunlight and water to grow (hands-on activity 2). Explain & Elaborate: Through the Zine, students explore the plant life cycle, plant parts (and the parts that are	Whole or Small Group: <ul style="list-style-type: none"> • Literacy Lesson # 2 Centers: <ul style="list-style-type: none"> • Online Student Module 4 • Online Student Module 5 	<ul style="list-style-type: none"> • Online Module • Student Mission Log or Printable Handouts • Scissors • Glue • Cress Seeds

	<p>eaten by people), and ugly foods. They also learn about different methods of seed dispersal and all plants start from a seed.</p> <p>Extend: Through the online modules, students also explore global farming methods and techniques used to protect plants by producing shaded areas.</p>	<ul style="list-style-type: none"> ● Online Student Module 6 ● Online Student Module 7 ● Online Student Module 8 ● Online Student Module 9 ● Hands-On Activity 2: Watch It Grow 	<ul style="list-style-type: none"> ● Plastic Trays ● Cardboard Boxes ● Paper Towel ● Water ● Crayons
<p>What is Hunger?</p> <p>1-2 Days</p>	<p>Students practice empathy as they deepen their understanding of the hunger problem in the United States and globally. Students make connections on how food waste is related to hunger. During the literacy lesson, students practice answering questions about food insecurity while reading both fiction and nonfiction text. During the online modules, students further explore some of the causes and effects of food insecurity. The hands-on activity helps kids summarize what they have learned by creating new emojis to represent newly learned concepts.</p>	<p>Whole or Small Group:</p> <ul style="list-style-type: none"> ● Literacy Lesson# 3 <p>Centers:</p> <ul style="list-style-type: none"> ● Online Student Module 10 ● Online Student Module 11 ● Hands-On Activity 3 	<ul style="list-style-type: none"> ● Online Module ● Student Mission Log or Printable Handouts ● Chart Paper ● Post-It Notes
<p>Who is Helping and How Can We Help?</p> <p>2-3 Days</p>	<p>Students learn ways people are addressing the hunger issue and what they can do to help people dealing with hunger. During the literacy lesson, students practice identifying the main idea and answering questions about how people are reducing food waste and addressing hunger. Students continue to learn about creative solutions to these issues while engaging with the online modules. Finally, students demonstrate what they have learned about food waste and food insecurity by creating a Food Crisis Lapbook.</p>	<p>Whole or Small Group:</p> <ul style="list-style-type: none"> ● Literacy Lesson # 4 <p>Centers:</p> <ul style="list-style-type: none"> ● Online Student Module 12 ● Online Student Module 13 ● Online Student Module 14 ● Online Student Module 15 ● Hands-On Activity 4, Part 2: Food Crisis Lapbook 	<ul style="list-style-type: none"> ● Online Module ● Student Mission Log or Printable Handouts ● File Folders ● Glue ● Scissors
<p>Project: Food Crisis Fundraiser</p> <p>2-3 Days (plus fundraiser time)</p>	<p>Students make food clips to sell as part of their fundraiser for a local organization that helps people who are food insecure. Students will practice goal-setting and persuasion and will appeal to a person's head and heart to feel empathy for others who may be food insecure.</p>	<p>Individual:</p> <ul style="list-style-type: none"> ● Food Clip Creation <p>Whole or Small Group:</p> <ul style="list-style-type: none"> ● Goal Setting ● Selecting an Organization ● Persuasion Practice ● Goal Reflection 	<ul style="list-style-type: none"> ● Online Module ● Student Mission Log
<p>Share & Reflect</p> <p>1 Day</p>	<p>Students execute their fundraiser. Students reflect on what it means to be a changemaker, how they have grown and how they practiced empathy throughout this project.</p>	<p>Individual:</p> <ul style="list-style-type: none"> ● Reflection 	<ul style="list-style-type: none"> ● Student Mission Log

Lesson Sequence

The orange shaded row notes the student online module and the light blue shaded rows note the aligned hands-on activity.

Lesson	Objective and Description	Materials Needed	Standards Alignment
Engage (1 Day)			
Introduction	Objectives: <ul style="list-style-type: none"> Build investment in learning about the hunger problem. Methods: <ul style="list-style-type: none"> True or False Facts 	Computer Projector Speakers Student Online Module	
Your Mission Format: Whole Group	Objectives: <ul style="list-style-type: none"> Build investment in learning about the hunger problem. Explain the mission of the "Ugly Foods and Hungry People" project and what students will produce at the end of the project and why. Activate prior knowledge to connect to what they know and want to know. Methods: <ul style="list-style-type: none"> Students watch the introduction video (online module). Students write down their mission, Take Action Project and what they hope to learn during this project. 	Computer Projector Speakers Student Online Module Student Mission Log pg. 3	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4
Life Habit - Empathy (1 day)			
Full of Feelings	Objectives: <ul style="list-style-type: none"> Students list different types of feelings. Students use pictures to identify how different people are feeling. Methods: <ul style="list-style-type: none"> Online Module: <ul style="list-style-type: none"> Feelings Introduction Partner Discussion Decide the Feeling (written activity). 	Student Online Module Student Mission Log pg. 4	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4
What is Empathy?	Objectives: <ul style="list-style-type: none"> Students explore the life habit "empathy" Students complete an "I See, I Think, I Wonder" graphic organizer to reflect on hunger and empathy. 	Student Online Module Student Mission Log pg. 5	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4

	<p>Methods:</p> <ul style="list-style-type: none"> ● Online Module <ul style="list-style-type: none"> ○ Empathy Introduction ○ Short Video ○ Looks Like, Sounds Like, Feels Like Practice (written activity) ● Looks Like, Sounds Like, Feels Like Chart (written activity) 		
Food Waste and Hunger (2-3 days)			
<p>Hands-On Activity 1</p> <p>Watch the Waste</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students collect data to analyze how often they observe food waste in a day. <p>Methods:</p> <ul style="list-style-type: none"> ● Label Observation Sheet ● Data Collection ● Whole Class Graphing ● Reflection <p>Pro-tip: Data collection can be done in pairs but we recommend creating the bar graph and discussing it whole group.</p>	<p>Student Mission Log or Hands-On Activity</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1
<p>Literacy Lesson 1</p> <p>What is our food waste problem?</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students practice tier 2 and tier 3 words. ● Students identify the main idea and supporting details of an informational text. ● Students participate in collaborative conversations with diverse partners about food waste in the United States. <p>Methods:</p> <ul style="list-style-type: none"> ● Review Table of Contents and Key Vocabulary. ● First Read (pages 4-11): Identify the central idea. ● Second Read: Select the supporting details ● Where is Food Wasted? (activity) 	<p>Literacy Lessons</p> <p>Online Magazine</p> <p>Bag</p> <p>3 Items of Food</p> <p>Index Cards</p> <p>Crayons</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI.1.2 ● RI.1.5 <p>NGSS:</p> <ul style="list-style-type: none"> ● 2-LS-4-1 ● K-2-ETS1-1
<p>Student Online Module</p> <p>Lesson 1: Food Crisis Around the World</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students use a world map to locate countries around the world. ● Students recognize the food crisis is a global issue. <p>Methods:</p> <ul style="list-style-type: none"> ● What is a crisis? ● Map practice (United States, France, India, Uganda) ● The world's food crisis course presentation 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D2.Eco.1.K-2 ● D4.6.K-2

<p>Student Online Module</p> <p>Lesson 2: Where our Food Comes From</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students recognize there are many different types of farms. Students sequence a series of five events to demonstrate the path food takes from a farm to a house. <p>Methods:</p> <ul style="list-style-type: none"> Farm Image Gallery Sequencing Activity: Farm → Transport → Factory → Grocery Store → Home 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> 2-LS4-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Geo.7.K-2 D2.His.1.K-2
<p>Student Online Module</p> <p>Lesson 3: How Food is Wasted</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students discuss various ways food is wasted. <p>Methods:</p> <ul style="list-style-type: none"> Waste Image Sliders: <ul style="list-style-type: none"> Farms: Some of the food grown on farms is left in the fields. Transport: Sometimes food is damaged when it is transported. Stores: Many times, food in grocery stores goes bad before it is sold. Restaurants: Restaurants do not sell all of the food they cook. Home: Many people buy food they do not eat. Written Reflection: Where and how is food wasted? 	<p>Student Online Module</p> <p>Student Mission Log pg. 6</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-2-ETS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Geo.7.K-2 D4.6.K-2

Where Does our Food Come From? (2-3 days)

<p>Hands-On Activity 2</p> <p>Cress Growing Experiment</p>	<p>Objective:</p> <ul style="list-style-type: none"> Conduct an investigation to determine if plants need sunlight and water to grow. <p>Methods:</p> <ul style="list-style-type: none"> Engage students in the investigation. <ul style="list-style-type: none"> Today we are going to explore if plants need water and sunlight to grow. How do you think we could set up this investigation? Jot down ideas and guide students to the four experiments they will be conducting. <ul style="list-style-type: none"> Light/no water No light/no water Some light/water No light/water 	<p>Student Mission Log or Hands-On Activity</p> <p>Cress seeds</p> <p>Plastic trays</p> <p>Cardboard boxes</p> <p>Scissors</p> <p>Paper towels</p> <p>Water</p>	<p>NGSS:</p> <ul style="list-style-type: none"> 2-LS2-1
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	<ul style="list-style-type: none"> Review the Cress Growing Investigation Make time for weekly observations Reflect as a group: <ul style="list-style-type: none"> Which cress grew best? Why? Which cress did not grow? Why? 	Crayons	
<p>Literacy Lesson 2</p> <p>Where Does Our Food Come From?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students explain the plant life cycle starts with a seed, seeds are dispersed in multiple ways and plants need sunlight, soil, water and light to grow. Students use the table of contents, photographs, charts, headings, and subheadings to locate key facts and information about where plants come from. Students use illustrations, charts, and labels in a text to differentiate between plant needs and plant parts. <p>Methods:</p> <ul style="list-style-type: none"> Prediction/Hook: Where do you think food comes from? Use text features to preview sections. Think-Pair-Share: What do you think this part of the zine will be about? First Read (pages 12-21): Which section is about the needs and parts of plants? Second Read: Focus on using illustrations (What Plants Need to Grow and Tree and Plant Parts charts). Plant Needs and Plant Parts sort. 	<p>Online Magazine</p> <p>Scissors</p> <p>Glue</p> <p>Student Mission Log pg. 12</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI.1.7 <p>NGSS:</p> <ul style="list-style-type: none"> 2-LS2-1 2-LS2-2
<p>Student Online Module</p> <p>Lesson 4: Farming From Around the World</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students compare global farming practices. <p>Methods:</p> <ul style="list-style-type: none"> History of farming Image Gallery: What do farms around the world look like? What crops are grown around the world? <ul style="list-style-type: none"> United States: corn, wheat, cotton France: wheat, barley, potatoes India: rice, sugarcane, coffee Uganda: coffee, tea, cotton 	Student Online Module	<p>NGSS:</p> <ul style="list-style-type: none"> 2-LS4-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> 2-LS2-2
<p>Student Online Module</p> <p>Lesson 5: Spreading</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students observe how different types of plants disperse their seeds. <p>Methods:</p>	<p>Student Online Module</p> <p>Student Mission Log pg. 14</p>	<p>NGSS:</p> <ul style="list-style-type: none"> 2-LS2-1 2-LS2-2 2-LS4-1

Seeds	<ul style="list-style-type: none"> ● Seed Dispersal on Farms ● Observation Activity (Video Clips): <ul style="list-style-type: none"> ○ Animals ○ Wind ○ Water ○ Gravity 		
Student Online Module Lesson 6: The Plant Life Cycle	Objective: <ul style="list-style-type: none"> ● Students sequence a series of events to show the life cycle of a tomato plant. Methods: <ul style="list-style-type: none"> ● Tomato Plant Life Cycle Sequencing Activity: seed → young plant → mature plant → flowers → fruit 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● 2-LS2-1 ● 2-LS2-2
Student Online Module Lesson 7: Plant Body Parts	Objective: <ul style="list-style-type: none"> ● Students label the major parts of a pepper plant. Methods: <ul style="list-style-type: none"> ● Drag and Drop Plant Part Activity (flower, leaves, stem, roots, fruit) 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● 2-LS-4-1 ● 2-LS2-1
Student Online Module Lesson 8: Too Much Sun	Objective: <ul style="list-style-type: none"> ● Students compare plants that receive the right amount of sun versus those that receive too much sun. ● Students discuss how farmers use netting to make shade on their farms. Methods: <ul style="list-style-type: none"> ● Sun Exposure Image Sliders <ul style="list-style-type: none"> ○ Juniper ○ Tomatoes ○ Corn ● Solution: Netting on Farms Paragraph 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● K-PS3-1 ● K-PS3-2 ● 2-LS2-1
Student Online Module Lesson 9: Ugly Foods	Objective: <ul style="list-style-type: none"> ● Students sort images of foods into ugly and not ugly. Methods: <ul style="list-style-type: none"> ● Ugly Food Paragraph ● Drag and Drop Food Sort <ul style="list-style-type: none"> ○ Strawberries ○ Potatoes 	Student Online Module Student Mission Log pg. 15	NGSS: <ul style="list-style-type: none"> ● K-2-ETS1-1

	<ul style="list-style-type: none"> ○ Tomatoes ○ Carrots 		
What is Hunger? (1-2 days)			
<p>Literacy Lesson 3</p> <p>What is our Hunger Problem?</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Explain the major differences between fiction text (text that tell stories) and non-fiction text (informational text), drawing on a wide range of text types. ● Students answer questions about the causes of food insecurity. ● Students participate in collaborative conversations about the causes and effects of hunger and practice empathy for those who may be food insecure. <p>Methods:</p> <ul style="list-style-type: none"> ● Image comparison ● Types of text explanation ● First read (pages 22-29): Highlight James' story ● Answer how, what, and who questions ● Causes and Effects Class discussion ● Empathy connection - how does empathy help us care about people who are food insecure? 	<p>Online Magazine</p> <p>Chart Paper</p> <p>Post-It Notes</p> <p>Student Mission Log pg. 22</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RL.1.1 ● RI.1.3 ● SL.1.1
<p>Student Online Module</p> <p>Lesson 10: Food Insecurity</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students discuss the causes of food insecurity. <p>Methods:</p> <ul style="list-style-type: none"> ● Food Insecurity Fact: 1 out of 6 children may not know where their next meal will come from. ● Flip Cards: Causes for Food Insecurity <ul style="list-style-type: none"> ○ Cause 1: Out of Business Food Stores ○ Cause 2: Expensive Bills ○ Cause 3: Unexpected Expenses ○ Cause 4: Loss of Employment ● Reflect and Discuss: What events might lead to food insecurity? 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D2.Eco.1.K-2 ● D2.Eco.2.K-2 <p>CCSS.ELA-SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> ● SL.1.1
<p>Student Online Module</p> <p>Lesson 11: Making Compromises</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students empathize with the compromises people have to make to afford food. <p>Methods:</p> <ul style="list-style-type: none"> ● What is a compromise? ● What compromises do people make to pay for food? <ul style="list-style-type: none"> ○ Take public transportation ○ Buy unhealthy foods 	<p>Student Online Module</p> <p>Student Mission Log pg. 23</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D2.Eco.1.K-2 ● D2.Eco.2.K-2

	<ul style="list-style-type: none"> ○ Choose not to pay certain bills, for example the heating bill. ● I See, I Think, I Wonder chart 		
Hand-On Activity 3	<p>Food Secure and Insecure Emoji Activity Objective: Create an emoji representing what you have learned about being food secure and insecure.</p> <p>Method:</p> <ul style="list-style-type: none"> ● Learn about emojis. ● Create an emoji either by combining two different emojis or creating an entirely new emoji to represent the concepts. 	<p>Student Mission Log pg. 24</p> <p>Crayons Markers.</p>	<p>21st Cent Framework Art: VA.CN10.2.2a</p>
Who is Helping and How Can We Help? (2-3 days)			
<p>Literacy Lesson 4</p> <p>Help Address Hunger</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students read non-fiction (informational) text to identify the main idea. ● Students answer questions about what people and organizations are doing to address food waste. ● Add drawings or other visual displays to descriptions to clarify ideas. <p>Methods:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: What might people do to reduce the amount of food they waste? What might people do to help others who are food insecure? ● First Read (pages 30-37): Identify main idea ● Second Read: Answer how people have creatively figured out solutions to fight hunger? ● Add Drawings: What can people do to address hunger? What can people do to address food waste? ● Empathy Connection: How do you think people used empathy to come up with solutions to reduce waste and fight food hunger? 	<p>Online Magazine</p> <p>Student Mission Log pg. 26</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI.1.2 ● SL.1.5 <p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1
<p>Student Online Module</p> <p>Lesson 12:</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students discuss how Imperfect Foods and Full Harvest are reducing food waste by not judging a plant by its looks. <p>Methods:</p> <ul style="list-style-type: none"> ● Imperfect Foods: <ul style="list-style-type: none"> ○ Subscription Boxes Image Comparison 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D4.6.K-2 ● D4.7.K-2

<p>Addressing Food Waste in the U.S.</p>	<ul style="list-style-type: none"> ○ How is Imperfect Foods reducing food waste? ● Full Harvest <ul style="list-style-type: none"> ○ How is Full Harvest reducing food waste? ○ Image Sequence: ugly foods → online shop → food factory ● Reflect and Discuss: How does Imperfect Foods use ugly foods to reduce food waste? How does Full Harvest use ugly foods to reduce food waste? 		<p>CCSS.ELA-SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> ● SL.1.1
<p>Student Online Module</p> <p>Lesson 13: Addressing Hunger in the U.S.</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students explore food banks to understand how they help address food insecurity. <p>Methods:</p> <ul style="list-style-type: none"> ● Food Bank Introduction ● Food Bank Image Gallery ● Food Bank Description 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D4.6.K-2 ● D4.7.K-2
<p>Student Online Module</p> <p>Lesson 14: Solutions from around the World</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students compare how different people from around the world are addressing food waste and hunger. <p>Methods:</p> <ul style="list-style-type: none"> ● Solutions from Around the World vourse presentation <ul style="list-style-type: none"> ○ France: Olio App and Food Waste Law ○ India: India Food Banking Network ○ Uganda: Sparky Dryer 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 ● K-2-ETS1-3 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D4.6.K-2 ● D4.7.K-2
<p>Student Online Module</p> <p>Lesson 15: How Can You Help?</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students will discuss what they can do to address food waste. <p>Methods:</p> <ul style="list-style-type: none"> ● Ways to Reduce Food Waste Flip Cards: <ul style="list-style-type: none"> ○ Write a shopping list ○ Check best before dates ○ Ask local stores to sell ugly food ● Ways to Help Address Hunger Flip Cards: <ul style="list-style-type: none"> ○ Donate to an organization ○ Teach others about the hunger problem ○ Sharing tables at school. ● Reflect and Discuss: What can we do to reduce food waste? What can we do to help address hunger? 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> ● K-2-ETS1-1 ● K-2-ETS1-3 <p>C3 Framework:</p> <ul style="list-style-type: none"> ● D4.6.K-2 ● D4.7.K-2 <p>CCSS.ELA-SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> ● SL.1.1
<p>Hands-On</p>	<p>Objective:</p>	<p>Student Mission Log or Hands-On Activity</p>	<p>C3 Framework:</p> <ul style="list-style-type: none"> ● D2.Eco.1.K-2

<p>Activity 4</p> <p>Food Crisis Lapbook</p>	<ul style="list-style-type: none"> Students create a lapbook to help them teach others about food waste and food insecurity. <p>Methods:</p> <ul style="list-style-type: none"> Lapbook Content Writing Lapbook Creation 	<p>Scissors glue</p>	<ul style="list-style-type: none"> D2.Eco.2.K-2 D4.7.K-2
<p>Take Action Project (2-3 days + fundraising time)</p>			
<p>Food Clip Creation</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students create food clips to use for their fundraiser. <p>Methods:</p> <ul style="list-style-type: none"> Read the text chats Have students share why they are creating the food clips Paint and decorate food clips While you wait for food clips to dry, ask students to move onto the next section: planning for a fundraiser. <p>Connect: Make sure students understand how a food clip can help reduce food waste. Be explicit about this being the reason for the project.</p>	<p>Student Mission Log pg. 34</p> <p>Wooden Clothespins</p> <p>Acrylic Paint</p> <p>Paintbrushes</p> <p>Self Adhesive Jewel Stickers</p>	<p>21st Cent Framework</p> <p>Art: VA.CN10.2.2a</p>
<p>Planning and Holding a Fundraiser</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students calculate and set fundraising goals. Students determine where to donate the money raised through the fundraiser. Students plan a key message to share with potential donors. <p>Methods:</p> <ul style="list-style-type: none"> Goal Setting Calculations: <ul style="list-style-type: none"> Total Food Clips Sold Total Money Raised Organization Brainstorm and Decision - <ul style="list-style-type: none"> Have students recall the few organizations they learned about in the project. Brainstorm and list any additional local organizations they could donate to. Finalize the list of organizations and vote on who will receive the money. Encourage the students to articulate how/why they made their decision. Persuading and Teaching Others <ul style="list-style-type: none"> Reflect using the questions in the Student Mission Log. Make an empathy connection. <p>Pro-Tip: Ahead of time, research local organizations who can receive the fundraising money.</p>	<p>Student Mission Log pg. 37</p>	<p>21st Cent Framework</p> <p>NGSS SEPs: Asking Questions and Defining Problems, Obtaining, Evaluating, and Communicating Information</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4

Reflect & Share (1-2 days)

<p>Share</p>	<p>a) There are a few ways you can choose to execute a fundraiser. Whole Class: Invite parents to come to school for presentation day. During presentation day, parents can learn about the projects, hear student presentations and purchase food clips. .</p> <p>b) Online: Record student presentations. Ask students to send their video to 3 friends and/or family members. Encourage the family and/or friends to donate to the fundraiser. Students can bring the money to the class donation jar.</p> <p>Real World Bonus: Depending on who you donate to, facilitate an in person or an online-meeting with a representative from the organization. During this meeting, students can present the donation to the organization and see the impact, first-hand. You can also follow up with the organization to find out how the money was spent and the impact it had on others.</p>		<p>21st Cent Framework CCSS.ELA-LITERACY: • SL k.1 1.1, 1.4, 2.1, 2.4</p>
<p>Reflect</p>	<p>Students complete a reflection to think about how they have practiced empathy and what they have learned throughout the module. Then students share their responses with a partner.</p>	<p>Student Mission Log pg. 43</p>	<p>21st Cent Framework CCSS.ELA-LITERACY: • SL k.1 1.1, 1.4, 2.1, 2.4</p>

Printing Directions:

Below is our printing recommendation. Please note, we have provided optional materials which can be used for centers, as needed.

Essential Items:

- Educator's Guide
- Student Mission Log
- Literacy Lessons

Optional Items:

- Life Habit Activities (these are also located in the Student Mission Log)
- Hands-On Activities. Available in two printing sizes:
 - Landscape - For centers or loose handouts
 - Portrait - Student Mission Log

Essential (Recommend Printing)		
Item	Size of Paper	Single or Double-Sided
Educator's Guide	8.5 x 11 paper	Double-Sided (Landscape)
Student Mission Log	8.5 x 11 paper	Double-Sided
Literacy Lessons	8.5 x 11 paper	Single-Sided (Landscape)
Optional (Printable or Projectable)		
Item	Size of Paper	Single or Double-Sided
Life Habit Activities	8.5 x 11 paper	Single-Sided (Landscape)
Hands-On Activities Student Mission Log (worksheet size) or Hands-On Activities PDF (center size)	8.5 x 11 paper	Single-Sided