

SPRING TOPICS AND RESOURCES

for more information
or to download this file go to:
www.VermontLocalvore.org/schools

www.Vermontlocalvore.org

The Mad River Valley Localvore Project's website is chock full of resources and links.

<http://foodsyst.cce.cornell.edu/> a site for lesson plans for teaching about nutrition, eating locally, etc.

www.seedsave.org/issi/issi_904

Seedsaving: many growers depend on their own saved seed for the following year's planting. An educational website for many aspects of seed-saving.

www.doityourself.com/scat/planningagarden

Garden Planning: late winter is a time in the gardening calendar for planning the summer planting and ordering seeds.

Learning to read a seed catalog is a good lesson in keys. www.johnnyseeds.com is a place to go to request a catalog.

"A Guide for Connecting Farms to Schools & Communities" published by VTFEED.org a collaboration between NOFA, Food Works and Shelburne Farms.

"A Guide for Using Local Foods in Schools" published by VTFEED.org

Vermont Agriculture Newsletter: See what's happening in Vermont's agriculture sector. Use to share farm tidbits with younger ages or report resource for upper level grades. <http://www.vermontagriculture.com/Agriview/index.html>

Project Seasons, by Deborah Parrella. A book of educational activities that help children discover the natural world, including aspects of how some foods are made.

IT'S SUGARING SEASON

Visit a local maple sugar operation and use Vermont Agriculture in the Classroom K-8 Standards-Based Maple Unit to learn about this New England farm tradition. <http://www.vt-aitc.org/curriculum.html>

Students/teachers can contact local sugarers for interviews or to explore field trip opportunities.

Scragg Mountain Maple Syrup Dave Gavatt
802-496-3709
Hartshorn's Santa Davida Farm Dave Hartshorn
(802) 496-3081
Mountain Valley Farm Gib and Sue Geiger
(802) 496-9255
Kathan Maple Syrup Francis and Wayne Kathan
(802) 496-2417

Children's Books

(We highly encourage you to tap into your school's librarian for additional titles):

The Empty Pot, by Demi
Sheep in a Jeep by Nancy E. Shaw (PreK-K)
The Crippled Lamb by Max Lucado (K-2)
Sheep by Valerie Hobbs (Grades 3-6)
Hooray for Sheep Farming! (Grades 4-6)
Maple Syrup Season By Ann Purmell (K-Grade 3)
The Maple Syrup Book by Marilyn Linton (Grades 2-6)
Sugaring by Jessie Haas (K-Grade 3)
Sugaring Time by Christopher G. Knight (Grades 3-6)
Maple Syrup Cookbook: Over 100 Recipes for Breakfast
Roots, Shoots, Buckets and Boots by Sharon Lovejoy
Sunflower Houses by Sharon Lovejoy
Lunch and Dinner by Ken Haedrich (For all ages with guidance of teacher)
Little House on the Prairie, Laura Ingalls Wilder, 3-6
The Man and the Ox Cart, Donald Hall, PreK-3
Linnea's Windowsill Garden, Christina Bjork, 1-3
Flowers, Fruits, and Seeds, Jerome Wexler, PreK-K
In My Garden (a counting book), Ward Schumaker, PreK-3
Lily's Garden, Deboarh Kogan Ray, K-3
Pickin' Peas, Margaret M. McDonald and Pat Cummings, PreK-1
One Bean, Anne Rockwell and Megan Halsey, PreK-3
The Tiny Seed, Eric Carle, K-3
The Ugly Vegetables, Lin Grace, K-3
Westlandia, Paul Fleischman and Kevin Hawkes, K-3
Seedfolks, Paul Fleischman, 4-12
Planting a Rainbow, Lois Ehlert, PreK-3

Agriculture in the Classroom

www.agclassroom.org
<http://www.agclassroom.org/teacher/tours.htm>
(short movies related to Ag)
A grassroots program coordinated by the United States Department of Agriculture. Its goal is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies.

Vermont Agriculture in the Classroom

www.vt-aitc.org
Creates educational networks that promote farms, food production, nutrition and resource management in communities throughout Vermont.

www.vermontlocalvore.org

www.vermontlocalvore.org



Spring
2009

Teacher's
Resource
Packet

Compiled by the MRV Localvore Project Schools Committee
for more information or to download this file go to:
www.VermontLocalvore.org/schools

Dear Educators,

The chickadee's have begun their spring song, it is light at 5 O'clock and the seed catalogs are piling up on the counter, giving us a taste of the next season. Now is the perfect time to begin planning for summer's bounty with your students. Everything from sprouting seeds to designing and planning your school's garden to a variety of spring field trips in the Valley will engage students with the concepts surrounding local and sustainable food systems. With this in mind, we offer you a Spring Localvore Resource Packet filled with ideas and activities to get your class excited about the delicious local eating season to come. We are continuing to look for ways to support your efforts, and welcome any feedback as you continue your localvore endeavors.

Warm Regards,

The Mad River Localvores

SPRING TOPICS AND RESOURCES

Vermont Produce Seasonality Calendar. Use this calendar as a guide to create your own classroom Localvore calendar and look forward to the bounty of local foods available throughout the year.
<http://www.vermontagriculture.com/buylocal/learn/seasonalityChart.html>

Seed Dissection

<http://horticulture.unh.edu/ggg/plantBasics/theBeautifulSeed>
 Soak bean seeds overnight, dissect with students the next day to see different parts of seed--match to a diagram of a seed

Sort and count all different kinds of seeds.

A couple quick germination experiments:

Read a seed packet, design an experiment to test the information given (i.e. full sun/shade, germination guidelines)

Test water and oxygen requirements for germination

1. dry plastic bag and seeds (no water)
2. damp paper towel, seeds and bag open (control)
3. seeds in bag submerged in water (no oxygen)

See what happens.

You can also test for other requirements such as light, temperature, scarification etc.

Give students whole oat seeds and have them remove seed coat. Look at groat and compare with store-bought groats. Plant it and see what happens.

Seed/Germination Questions to ask:

What is a seed coat?

Is a seed alive?

What does dormant mean?

What do seeds need to germinate?

What does germinate mean?

Why do plants produce seeds?

Why do plants make flowers?

What do we use seeds for?

A DIY Soil Recipe to Start Seeds

Making your own seed starting mix with students has cross-curriculum applications (math, science) in addition to being a great hands-on, sensory activity. Students count and measure while learning about soil components and the different fertilizers we use to grow healthy gardens.

Potting Soil Recipe II

(From Elliot Coleman's Four Season Harvest)

3 buckets peat moss

2 cups fertilizer blend (mix equal parts phosphate rock, greensand, and cotton seed meal)

1 bucket perlite

3 buckets compost

See <http://attra.ncat.org/attra-pub/potmix.html> for a list of different potting mixes (scroll to the bottom). Set up plant experiments using different recipes and measure results!

Make sprouts. See: <http://www.raw-food-for-families.com/sprouting-guidelines.html>

Art materials. Use seeds for collage materials and create pictures of your garden plan.

Spring is the time for lambs to be hatching!

Connect with farms raising grass-fed lamb and sheep for wool.

Knoll Farm

Helen Whybrow
802-496-5685

Windy Meadow Farm

Nancy Phillips or Stephen Doherty
496-7625

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www.doityourself.com/scat/planningagarden

VIENNA VEGETABLE ORCHESTRA
 an orchestra of all-vegetable instruments:
www.youtube.com/watch?v=hpFYt7vRHuY

SPRING HARVEST GARDEN

When to plant: early to late spring (can tolerate light frost)

Time to harvest: 6-8 weeks

* transplant seedlings

** harvest as baby greens

Planning the garden

Prepare a map of the garden ahead of time or draw it with students on a large piece of poster board. Draw a map grid the shape of the garden beds using a scale of 2 inches on the map = 1 foot in the garden. The grid of 2" x 2" squares on the garden map will assist the spacing of the plants.

Prepare a list of the seedlings and seeds that can be planted in the garden. Note: it may be necessary to select plants and seeds ahead of time if planning and planting the garden on the same day.

On separate pieces of paper, make "plant spacing cards" for each type of crop that will be planted in the garden. Draw 2" squares and give the plants enough room to grow fully. For

• **Organize a Summer Garden Camp** that enables students to enjoy the peak harvest season and stay connected with the garden they helped to plant in spring.

• **Develop a summer maintenance plan** this spring that is ready for implementation the first day of summer vacation. This important summer maintenance piece should be a part of planning the year's garden from the get-go.

• **Organize a family care calendar** where families take responsibility of caring for the garden each week throughout the summer. Be sure to inform parents specifically what is needed and expected so they can make an informed commitment.

• **Host a summer garden care orientation meeting** where all summer caretakers are provided the information they need to maintain the garden successfully (i.e., crops map, harvest guide, volunteer phone list, water access and watering guidelines, compost system, tool shed etc.).



School's Out – Summer's Here: How to Keep the School Garden Growing

• **Organize garden potlucks** 3-5 times throughout the summer. Come one and all, young and old. Tend the garden, share food, tell stories, play music, build community....a good time for everyone!

• **Plant low-maintenance crops.** Plant crops that cover the majority of the garden with vegetation, such as pumpkins and other winter squash. These plants minimize weeds by shading them out, keep the soil cool, and decrease evaporation.

• **Plant fall crops** that will not require harvest over the summer and can be harvested later into fall. These include roots crops like potatoes, carrots, onions, beets, rutabagas in addition to cabbage, brussel sprouts, winter squash, pop corn and dry beans. Plant in early June and choose crops with long "days to harvest".

• **Mulch!** Cover growing spaces 1-2" thick with straw to keep weeds at bay and maintain soil moisture.

LOCAL FARMS TO VISIT:

VON TRAPP DAIRY GAYLORD'S KNOLL FARM LITTLE HANDS FARM

View a map and get contacts for farms located in the Mad River Valley

<http://www.vermontlocalvore.org/foodsources/>

Broccoli*	Peas
Spinach	Carrots
Beets & Beet Greens**	

example, onions & carrots can be 16 in a square, peas & beans can be 9 in a square, cherry tomatoes & broccoli take 4 squares each, and peppers take about 1 1/2 squares each.

Make 2 piles of cards: seedlings and seeds.

Start with the seedling cards, Have students take turns placing one card on the garden map, the group should discuss and agree on the placement of each of the cards and the space requirements of each of the seedlings. They should make changes if necessary as the process continues.

Next, have the students take turns placing one card at a time for the seeds you have available, Ask students, how many squares they want to have for each crop? For instance, "How many squares of carrots do you want to plant?" Agree on the final plan for the garden map & tape the plant spacing cards on the poster board.

Begin by placing the tall plants on the north side of the garden so they won't shade the smaller plants. Plant seedlings and seeds of the same plants in groups of one or more squares for managing weeds, water, and space requirements.



WHY BE A LOCALVORE?

FEWER RESOURCES (PRIMARILY FOSSIL FUELS) ARE EXPENDED PACKAGING AND TRANSPORTING LOCAL FOOD.

LOCAL EATING SUPPORTS THE LOCAL ECONOMY - MORE MONEY REMAINS IN OUR LOCAL COMMUNITY.

LOCAL WHOLE FOOD IS HEALTHIER.

EATING LOCAL CONNECTS US TO THE COMMUNITY MEMBERS THAT GROW OUR FOOD.

LOCAL FOOD TASTES BETTER EATING LOCAL KEEPS FARMERS FARMING.