



Edible vs. Non-Edible

Goals

Students will learn the difference between edible and non-edible and understand how these concepts connect to a garden and the objects and properties of a garden. Through a visit to the garden and by utilizing charts and discussion questions, students will expand their understanding of edible, non-edible, and the garden environment.

Curriculum Alignment

Find a list of which Common Core State Standards and NC Essential Standards this lesson plan aligns with on the lesson plan page at www.growing-minds.org.

Materials

- Pictures of edible and non-edible objects
- Bags for collecting objects in the garden
- Poster board/paper with prepared discussion questions

Preparation

Prepare discussion questions/charts on poster board. The lesson suggests six different discussion questions, which are in bold.

Vocabulary

Edible: you can eat it

Non-edible: you cannot eat it

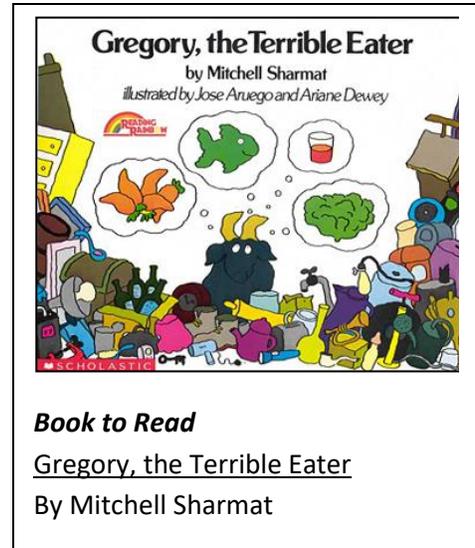
Activities

Initial Brainstorm

Show students a **chart with two headings: 'Edible' and 'Non-edible'**. Ask the students what they think the words 'Edible' and 'Non-edible' mean. If they do not know, explain that edible means things you can eat and non-edible means things you cannot eat. Lead the students in brainstorming examples that fit into these categories and write them on the chart. Show students the pictures of the edible and non-edible objects, ask them to identify the objects and if it is edible or non-edible and paste the picture in the correct category.

Read a Book

Read Gregory, the Terrible Eater. As you are reading the book ask the students what edible and non-edible things they can see on the page. Add these to the brainstorming chart.



Book to Read

Gregory, the Terrible Eater

By Mitchell Sharmat



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Garden Exploration

Put the students in groups and ask each group to go out into the garden and collect two items that are edible and two items that are non-edible. Bring the objects back into the classroom and sort them by edible and non-edible. You can also sort them after by shape, size, or color.

Discussion and Web Chart

Connect these new words to the garden and garden activities by brainstorming answers to the following questions: *Why do you think we should (or should not) have an edible garden? Who should get to eat the food the class grows in the garden? Who should take care of the garden? How do you think we should take care of the garden? What are a few edible and non-edible plants or objects students would like to include in the garden?* Write each of these questions on a large poster board or white board and write the student's answers.

Writing Assignment

Ask older students to write a paragraph (in their garden journals) describing their ideal garden. Would the garden contain both edible and non-edible things? If so, what edible plants would the students include and what non-edible plants (or objects) would they include?

Write and circle the topics "Garden" and "Edible" on a large poster board. Ask the students to give examples of words that they think of when we think of "garden" and then "edible." Make a web with their answers. Draw lines from their word examples to the specific topic or connect the word to both topics if it fits with both.