Session 4: The Ugly Vegetables

Program Outline

A. Gathering Activity: KWL Sheet Incredible Vegetables (10 min.)
B. Welcome Back (5 min.)
C. Reading: ***The Ugly Vegetables*** (15 min.)
D. Hands-on Horticulture Activity: Growing Garlic (15 min.)
E. Memory Game (10 min.)
F. Wrap up: (5 min.)

Extra Advance Preparations:

Grow garlic out approximately one month in advance, if possible.

Bring some interesting vegetables for gathering activity. Perhaps you can find some that the children may not be familiar with: bitter melon, jicama, ginger, kohl-rabi, nopales. Try to find some that are different parts of the plant: roots, leaves, fruit, and seeds.

Supplies:

- Sign-in sheets
- Name tags
- ***The Ugly Vegetables*** storybook
- Chinese vegetable word cards
- Clipboards
- Pencils, markers , crayons
- ***KWL Sheet*** from Session 3 & new ***KWL Sheet*** for Session 4
- Assorted interesting vegetables
- Garlic-several whole heads
- 2 liter plastic bottle (with top half cut off and holes punched in the bottom)
- Potting soil made during Session 3
- Ruler or other tool to measure inches (note: you can mark inches on a plastic spoon with a permanent marker)
- Watering bottle made in Session 2 (optional)
- Recycled plastic lid or other place to catch drainage water
- Food storage bag for transport home
- Trash bags
- Hand whisk broom and dustpan
- ***Vegetable Memory Game*** cards, at least 1 set per two participants (print on opaque paper)
- ***My SPROUTS Journal*** folder or notebook
- Copies of ***Grow On!*** for Session 4
- Copies of take home sheet 4 (***Where I Live and Play: Vegetables & Fruits)***
- Copies of ***_____'s Favorite Vegetable Recipe Sheet*** (optional)

The Ugly Vegetables by Grace Lin . Charlesbridge: © 2001; 32 pages. ISBN-13: 978-1570914911

A girl and her mother plant a garden. To the little girl, the neighbors' flowers seem much better than their plain green vegetables. Only after the neighbors come to share her mother's delicious vegetable soup does the girl gain an appreciation for the "ugly vegetables" from her garden.

Themes: Diversity, sharing, identity, community.

BIG Idea: Through gardens we can express creativity, culture and promote sharing.

Reading vocabulary

wriggle

recipe

aroma

cai

A. Gathering Activity: KWL Sheet – Incredible Vegetables (10 minutes)

Have one volunteer at the sign-in table to greet participants and parents, and help fill out name tags. Have the volunteer collect any journal sheets as participants check in. Hand out the KWL sheets saved from the last session on compost and have participants take a few minutes to finish the final section, "L-learned." When they have completed that section, collect those sheets and give them the new sheet for Session 4. At each table, have some different vegetables in an opaque or covered tray. Open the box when the participants begin working on the K & W sections of Session 4 KWL sheet. Allow children about 10 minutes to work. Ask prompting questions as they work, such as *Have you ever seen or eaten this?, What part of the plant do you think it is? or, What do you wonder about the _____?* If the children are not yet writing, have volunteers assist by taking dictation or encourage children to draw.

B. Welcome back (5 minutes)

Welcome back to MG SPROUTS. Take a moment to discuss last week's book and activities. *Last week, we read Compost Stew and talked about soil. We looked at compost and made our own potting soil.* Hold up a ***My SPROUTS Journal*** and ask if anyone found interesting things to write on their take-home sheet. *Did anyone bring some soil from home? Is it different?* How so? Talk about this week's book, ***The Ugly Vegetables***, and group activities. *Today we are going to plant something we can eat, either now or later.*

C. Reading Aloud: The Ugly Vegetables (15 minutes)

Introduce the book and set the stage for what's going to happen in the book. There are supplemental cards in this package that the participants can hold up to help build engagement during the reading. During the reading, repeat the Chinese words several times and encourage the children to say the names aloud with you while the child with the card holds it up for all to see. Conclude the reading with a short discussion about the book. Some questions you might ask to spur discussion are:

- *Have you ever helped someone else to plant a garden? What did you plant?*
- *The little girl's garden looked like grass when it started growing. What did the neighbor's garden look like?*
- *What kinds of vegetables were they growing in the little girl's garden? Have you ever eaten something right from the garden? Did you like it? Have you ever shared something from a neighbor's garden?*
- *Has your family ever shared a special food or recipe with your friends or neighbors?*

D. Hands-on Horticulture: Growing Garlic (15 minutes)

Hands-On Horticulture: Growing Garlic	
We are going to plant something that we can eat, now or later.	
MATERIALS • Garlic word card • Garlic-several whole heads • 2 liter plastic bottle with top half cut off and holes punched in the bottom • Potting soil made during Session 3 • Ruler or other tool to measure inches (note: you can mark inches on a plastic spoon with a permanent marker) • Watering bottles made in Session 2 (optional) • Recycled plastic lid or other place to catch drainage water	
Have a participant hold up the garlic word card.	*Garlic is one of the world's oldest cultivated crops. Garlic was found in the tomb of the Egyptian King Tutankhamun, who lived about 3000 years ago, and it is also mentioned in ancient Greek, Egyptian, Indian and Chinese writings. The Chinese word for garlic is da suan. Garlic is one of the oldest plants to be widely used as a medicine, and it is used for flavoring in food preparation in many parts of the world. Can you think of a favorite food that has garlic in it? Even though garlic isn't mentioned by name in* ***The Ugly Vegetables****, garlic and ginger are the most common fresh ingredients for seasoning Chinese dishes.*

Hold up a whole head of garlic.	*What part of the plant is it?* (Modified stem) *The whole thing is called a head of garlic.* Ask them to be thinking about which end might grow up and which end might grow down.
Hold up a clove.	*These pieces are called cloves and each of them will grow a new garlic plant.*
Bring out soil mix from last session.	Instruct children to add water to make the potting soil moist. Individually: Mix water in bags. As a group: Combine all soil mix in a large plastic bin. Add water and stir until moist during the activity or when they get home.
Fill the container.	Have each child fill the container 2/3 full with potting soil. Have them measure and mark spots 3 inches apart in the potting soil.
Separate the garlic bulb into cloves.	*Which end do you think will grow up and which end will grow down?* Show them a whole clove and point out where the roots come from and where the shoot emerges from.
Plant the cloves.	Have them place a clove, pointed end up, at each spot they have marked. Have them measure 1 inch up from the top of the potting soil, and mark it with a line. Then they will add more potting soil until it reaches the line.
Caring for the garlic at home.	Tell them that they should place the container in a very sunny spot and keep the soil moist. *What do you think will happen to the cloves? You will want to water and fertilize your new plants. If you take care of the garlic plant for about 9 months, you will have a whole new garlic bulb.* Slip the pot down into a food storage bag and close the top to prevent spillage during the transport home.

E. Memory Game (10 minutes)

Mix up the cards and lay them in rows, face down. Player one turns over any two cards. If the two cards match, he or she gets to keep them. If they don't match, the player turns them back over. The game is over when all the cards have been matched. The player with the most matches wins. The game cards may be shuffled and the game repeated.

F. Wrap-up (5 minutes)

Wrap up the session with a quick summary of the day's activities. *Today, we finished our KWL sheet about compost. Did anyone bring soil from home to compare today?* (Briefly discuss.) *In* ***The Ugly Vegetables****, we read about a little girl, Grace, and her mother who had a garden where they grew Chinese vegetables. Our* BIG Idea *this session is that through growing plants and gardening, we can express creativity, culture and promote sharing. How did Grace and her mommy share their culture? Yes, by growing vegetables that were Chinese and then making food to share. What did the neighbors bring over to share? Have any of you ever shared something you grew or made with a friend or neighbor?*

We talked about garlic and started our own garlic plants in the potting soil that we made last week. Take a moment to remind them about their journal take-home sheets for this week, and suggest that they visit a garden where vegetables are being grown or a store where vegetables are sold. Ask them to record their observations on the sheet and bring them back to the next session to share with the group and add to their journal. Remind them that they may write, draw pictures, or both and add anything they find to the Learned section of the KWL sheet. They can also use the extra pages to record about anything they see growing in gardens or in the places they visit.

If you choose to send home the Favorite Vegetable Recipe Sheet, mention that you would like to have those back at the next session to have time to make copies. *Do you remember that we talked about what a recipe was last week when we read* ***Compost Stew****? How about Grace's family recipe for soup? Does anyone remember what ingredients went into the soup? Do you have a favorite recipe for a vegetable dish? Will you share it with us like Grace's mommy shared hers? We are making a recipe book for our SPROUTS group and we will share our favorite vegetable recipes and put them all together. Bring yours back next session and we will copy them and make a booklet of recipes for each of us.*

Next week we will talk about Plantzilla.

Children go home with: Planted garlic, copies of ***Grow On!*** for Session 4, copies of ***Where I Live and Play: Vegetables & Fruits*** Journal Sheet, Copies of ***_____'s Favorite Vegetable Recipe Sheet*** (optional)

Session Notes:

Review

Next week

For follow up