# Activity Packet

**A collection of resources aligned to the theme of Sustainability**




### Grow, Cook, Eat

From a tiny seed planted in the soil to a colorful meal shared around the table, food connects us to the earth, to our families, and to one another. Every garden tells a story of patience and care, and every recipe carries traditions passed through generations. Help your students dig into the wonder of growing, cooking, and eating, discovering where their food comes from, how plants become nourishment, and the joy of sharing what they have grown and made. Through engaging books and hands-on activities, young readers will cultivate a deeper appreciation for the journey from garden to plate.

Everything you need to participate in Rally to Read is right here, from inspiring book recommendations to engaging activities, puzzles, and more. Watch the featured read-alouds, then extend the experience with activities and resources for the classroom and at home.

## This packet includes:


- Recommended Book List
- Barnes & Noble Storytime Pick Read-Aloud Activity
- Penguin Random House Pick Read-Aloud Activity
- Classroom Activities
- At-Home Activities
- Puzzles & Games


**For more reading fun, visit RallytoRead.org.**

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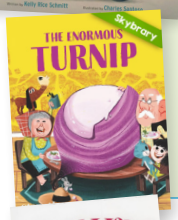
# Theme: Sustainability | Recommended Book List

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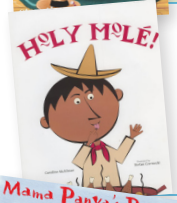
**Reading Is Fundamental** has curated a list of books to help children further explore the theme of sustainability. Use this recommended book list to help your students/children continue their discovery about this topic in school and at home. For additional activities for the books listed, please visit RIF.org/Literacy-Central/Collections/Rally-Read-Sustainability-Collection.



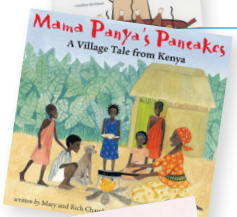

***The Farm Next Door***
*Author:* Kelly Rice Schmitt
*Illustrator:* Charles Santoso
*Grades:* PK–3



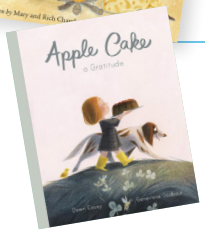

***The Enormous Turnip***
*Author:* Storytime Magazine
*Illustrator:* Paco Sordo
*Grades:* PK–2




***Holy Molé! A Folktale from Mexico***
*Author:* Caroline McAlister
*Illustrator:* Stefan Czernecki
*Grades:* K–3




***Mama Panya's Pancakes: A Village Tale from Kenya***
*Author:* Mary and Rich Chamberlin
*Illustrator:* Julia Cairns
*Grades:* PK–5



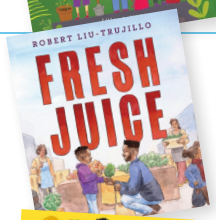

***Apple Cake: A Gratitude***
*Author:* Dawn Casey
*Illustrator:* Genevieve Godbout
*Grades:* PK–1




***Fruits and Vegetables (A Plant-Iful World)***
*Author:* Rebecca Phillips-Bartlett
*Grades:* 1–3




***Errol's Garden***
*Author & Illustrator:*
Gillian Hibbs
*Grades:* PK–3




***Fresh Juice***
*Author:* Robert Liu-Trujillo
*Illustrator:* Paco Sordo
*Grades:* PK–3




***Welcome to Our Table***
*Author : Laura Mucha & Ed Smith*
*Illustrator:* Harriet Lynas
*Grades:* 2-5




***Maizy Chen's Last Chance***
*Author:* Lisa Yee
*Grades:* 3–7

BARNES & NOBLE
Storytime Pick




***Growing Together***
*Author:* Ruth Spiro
*Illustrator:* Paola Escobar
*Grades:* PK–3

**View read-alouds of titles in blue on RallytoRead.org this month and read the title in green on Skybrary, RIF's reading app.**

## Discussion questions for any recommend book listed above:

1. Many stories show big jobs that are easier when everyone helps, like growing or harvesting food. Why does working together make a hard job easier?
2. If you could grow a garden anywhere you wanted, where would you put it, and what would you grow?
3. Some books are about cooking and sharing food with family or friends. What is a special food your family likes to make or eat together?

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# Pre/Post Activities

Use these activities to accompany the author's reading on RallytoRead.org.

**Common Core State Standards: R.1, R.2, R.7, SL.1, W.8**
**Next Generation Science Standards: LS1-1**

BARNES & NOBLE
Storytime Pick




***Growing Together***
*Author:* Ruth Spiro
*Illustrator:* Paola Escobar
*Grades:* PK–3

## Pre-Reading Activity

Tell students that they are going to learn about a community that grows a garden together.

As a class, create a See, Think, Wonder chart from the cover of the book (see example on next page):

- See: What do you see on the cover? What living things do you notice?
- Think: What do you think this story will be about based on the title and cover?
- Wonder: What do you wonder about starting a garden?

Have a class discussion:

- What does a plant need to grow? Record answers where students can see them during the read-aloud.
- Who takes care of a garden? How?

## Post-Reading Activity

In this story, the child brings a seedling to a community garden in springtime where neighbors and pollinators help grow both the garden and friendships, with enough to share a meal at the end of the season.

Discuss these questions:

- How do the neighbors help care for the garden?
- What did the plants need in the springtime compared to summertime?
- At the end, the garden was able to share. What did the plants need first, before they could give anything back?
- Do you think this garden would have grown the same if only one person took care of it? Why do you think that?

Have students revisit the prereading list. Ask students what they would add or change now. Have students watch the read-aloud again and pay special attention to the illustrations to gather evidence of what plants need to grow. For each thing, students draw, write, or tell one picture in the book.

Sentence Frame: (Optional)
Plants need _____. I know this because in the picture, _____.

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Theme: Sustainability | Classroom Activity

# See, Think, Wonder Chart

Name: _____

Topic: _____ Date: _____

| See: What do you see? | Think: What do you think is going on? | Wonder: What does it make you wonder? |
|---|---|---|
| | | |

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# Pre/Post Activities

Use these activities to accompany the author's reading on RallytoRead.org.

**Common Core State Standards: R.1, R.2, SL.1, W.2**
**College, Career, and Civil Life: D2.Geo.3, D2.Geo.12**

Penguin Random House

Pick




***The Farm Next Door***
*Author:* Kelly Rice Schmitt
*Illustrator:* Charles Santoso
*Grades:* PK–3

## Pre-Reading Activity

Tell students that they are going to learn about Farmer Fran and how she helps her neighborhood.

Have a class discussion:

- Create a "Where does it come from?" chart. Ask: Where does _____ come from? Repeat with each item. (eggs, milk, strawberries, salad, flowers) Note all answers so they are visible to the students during the read-aloud.
- Let's find out. Watch what leaves this farm and where it goes.

## Post-Reading Activity

In this story, Farmer Fran grows food alone and delivers it all over town. When a storm destroys her farm, the neighbors who depend on her come together to help her rebuild it better than before.

Discuss these questions:

- What did Farmer Fran grow and bring to the town? Revisit the chart. Ask what students would change now and note the changes.
- After the storm, the town still has food, Elena still cooks, and the school still serves lunch. So why is it not the same anymore?
- Explain all the steps that needed to happen before Elena could cook one plate of eggs.

Have students use the recipe card to create a meal Elena might cook. On the card, students write the steps in order, starting on the farm and ending on the plate. Each step names one thing that had to happen and who did it.

Sentence Frame (Optional)

First, _____.

Next, _____.

Then, _____.

Last, Elena _____.



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# Vocabulary

**Common Core State Standards: R.4, L.5**

| Word | Student-Friendly Definition |
|---|---|
| **Harvest** | When you gather the fruits, vegetables, and grains that are ready to be picked, you collect the food that has finished growing. |
| **Nourish** | When you give your body the food and care it needs, you help it stay strong and healthy. |
| **Patient** | When you wait calmly for something to happen without rushing, you give it the time it needs to be ready. |
| **Prepare** | When you get something ready ahead of time, you take the steps that need to happen before you can use or enjoy it. |
| **Tend** | When you watch over something living and give it what it needs, like water and sunlight, you help it stay healthy and grow. |
| **Tradition** | When a family or group does something special the same way again and again, they pass it down, so it continues over time. |

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# Farm to Table

- This activity is appropriate for independent work, pairs, or small group work collaboration.
- Adjust the activity according to the needs of your individual students by assigning specific roles for pair or group work.

## Part 1: Whole Group Discussion

**Common Core State Standards: SL.1, SL.2, SL.3**
**Next Generation Science Standards: LS1.1**
**College, Career, and Civic Life Framework for Social Studies: D1.1, D1.2, D1.3, D2.Eco.3**

**Big Question: Where does our food come from?**

*Educator Preparation: Before the lesson, gather produce samples or images of produce. Print or display these images to use as anchors during discussion.*

Use the photos and vocabulary words to start the discussion. Where does our food come from?

- Show pictures or produce samples to students and ask,
  - Before I got this ____ where did it come from? Who took care of it?
  - Who helps food grow? (ex. farmers, gardeners, sun, rain, bees)
  - If you planted a seed today, would you have food tomorrow?
  - What does a plant need to grow?
- Introduce vocabulary with the Frayer model
- Connect to sustainability and farming: Why do you think it is important to know where our food comes from?

## Part 2: Whole Group Activity

**Common Core State Standards: SL.1, W.2, W.7, W.8, MD.A.1**
**Next Generation Science Standards: LS1.1, LS2.1**

*Educator Preparation: Gather soil, plastic cups, seeds (lima beans, radish, or basil seeds as they all sprout within 2-3 days), spray bottle of water, observational journals (blank sheet of notebook paper or journal), label or permanent marker. Anchor chart:* Plant Life Cycle

Prepare students to plant (the chosen seed), telling them that we are going to be observing the life cycle of a (chosen seed) and what it needs to grow as we track the growth in our observation journals.

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### Steps

1. Give each student a plastic cup and have them write their name on the side.
2. Have students scoop soil into their cup until it is about three-quarters full. Talk about how soil gives the seed a home and holds the food and water it needs.
3. Tell students to poke a small hole in the soil with their finger, about as deep as their first knuckle.
4. Give each student a seed to drop into their hole, then gently cover it with a thin layer of soil and pat it down.
5. Spray water carefully to dampen the soil without soaking it. Talk about how seeds need water to wake up and start growing.
6. Place the cups in a sunny spot, like a windowsill. Talk about how plants need sunlight to make their food.
7. Have students make a prediction in their observation journal about when they think the seed will start to sprout.

## Part 3: Small Group/Individual Activity

**Common Core State Standards: W.2, W.7, W.8, 1.MD.C.4, 2.MD.D.10, 2.MD.D.9**
**Next Generation Science Standards: LS1.1, LS2.1**

Have students observe their plant and note any changes as they water their plant, the next day.

### Steps

1. Have students check their cups, water lightly when the soil looks dry, and notice any changes. Track sprouting on a class chart or in a simple observation journal.

## Optional Extension Discussion Questions

1. If you had a garden, what would you grow yourself? What would you have to do to get it from a seed to your plate? What step do you think would be the hardest and why?
2. What do you think would happen if no one farmed for a whole year?
3. Would you rather grow your own food or buy food from the grocery store? Defend your answer with at least two reasons.



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# Cross Curricular Recommended Activities

Activities that can be done whole group, small group, or individually as an extension.

## How To!

**ELA** CCSS: W.2, W.3, L.6

**Materials:** writing paper, colors (markers, crayons, etc.)

Have students create a simple how-to recipe with steps in order and illustrate each step. Encourage students to use transitional words to write their steps.

## Measure That!

**MATH** CCSS: MD.A.1, K-1.MD.A.2, 2.MD.A.3, 2.MD.A.4

**Materials:** ruler or nonstandard unit of measurement like cubes, plant from whole group activity.

Have students measure and compare their plants to others.

1. How tall was your sprout?
2. How tall was another student's sprout?
3. Whose sprout grew taller?

## Food Around the World

**SOCIAL STUDIES** CCSS: SL.1, SL.2, SL.3, RI.7 C3: D1.1, D1.2, D2.Geo.2, D2.Geo.8, D2.Geo.4, D2.Geo.7, D2.Eco.14

**Materials:** Use a globe or world map with pre-marked locations. Provide 4-5 familiar foods or ingredients (bananas, rice, tomatoes, cacao bean).

1. Have students explore and match each picture to the correct place on the map.
2. How do maps and globes help us understand where our food comes from?
3. What do you notice about foods from different places?
4. Does some food grow in more than one country?
5. Why might some people around the world eat different kinds of foods?

## Lifecycle of a Plant

**SCIENCE** CCSS: W.2, W.7, W.8, L.6v NGSS: LS1.1, LS2.1

**Materials:** Plant Life Cycle anchor chart, Plant experiment

Once seeds sprout, talk about the parts of the plant they can see (roots, stem, leaves) and connect back to the life cycle: seed, sprout, plant.

Have students re-create the lifecycle of a plant in their observational journals and note what stage their plant falls under. Each day, observe and draw what you see in each container. Note any changes.

1. What stage will your plant be in next?
2. What does a plant need to survive?
3. What do you think will happen if a plant is missing one of these things?

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**Theme: Sustainability | Home Activity**

Our class is learning about the theme of sustainability and how food connects us with the Earth with literacy resources from Reading Is Fundamental (RIF). To deepen their understanding of this concept, here is a suggested activity you can complete with your child at home.

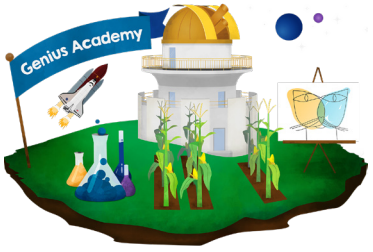
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# Our Table

This activity can be as simple or as involved as you like, using a device and items found around the house.

## Steps

1. Download Skybrary, Reading Is Fundamental's reading app, on the Apple App Store, on Google Play, or for the Amazon Kindle where you can access 50 free virtual field trips and 100 free books. Or visit Skybrary at skybrary.org.
2. Once you are in Skybrary, visit the Genius Academy Island, shown below and click on the "Farm to Table" video indicated (available for free).




Genius Academy Island




3. Watch together and then share a discussion about food. Where does most of the food in our house come from? Do you have a favorite meal? Do you have any family recipes that are passed down from someone before us?
4. As a family, choose a meal, side dish, or treat that is meaningful to you. As you cook or talk about the dish together, discuss the ingredients you use and the memories you have around it.

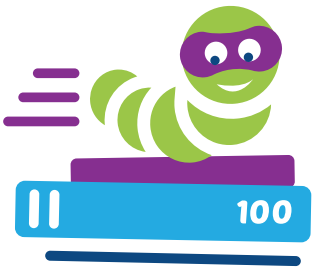
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# Sustainability Puzzles/Games

Criss Cross • Word Search • Coloring Sheet




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Name: _____ Date: _____

# Sustainability: Criss Cross (K-2)

Answer clues based on the content and vocabulary words.
Look for hints in the Word Bank.

**Word Bank**

| | |
|---|---|
| HARVEST | TRADITION |
| TEND | PATIENT |
| NOURISH | PREPARE |

## Across

**4.** When a family or group does something special the same way again and again, they pass it down, so it continues over time.

**5.** When you get something ready ahead of time, you take the steps that need to happen before you can use or enjoy it.

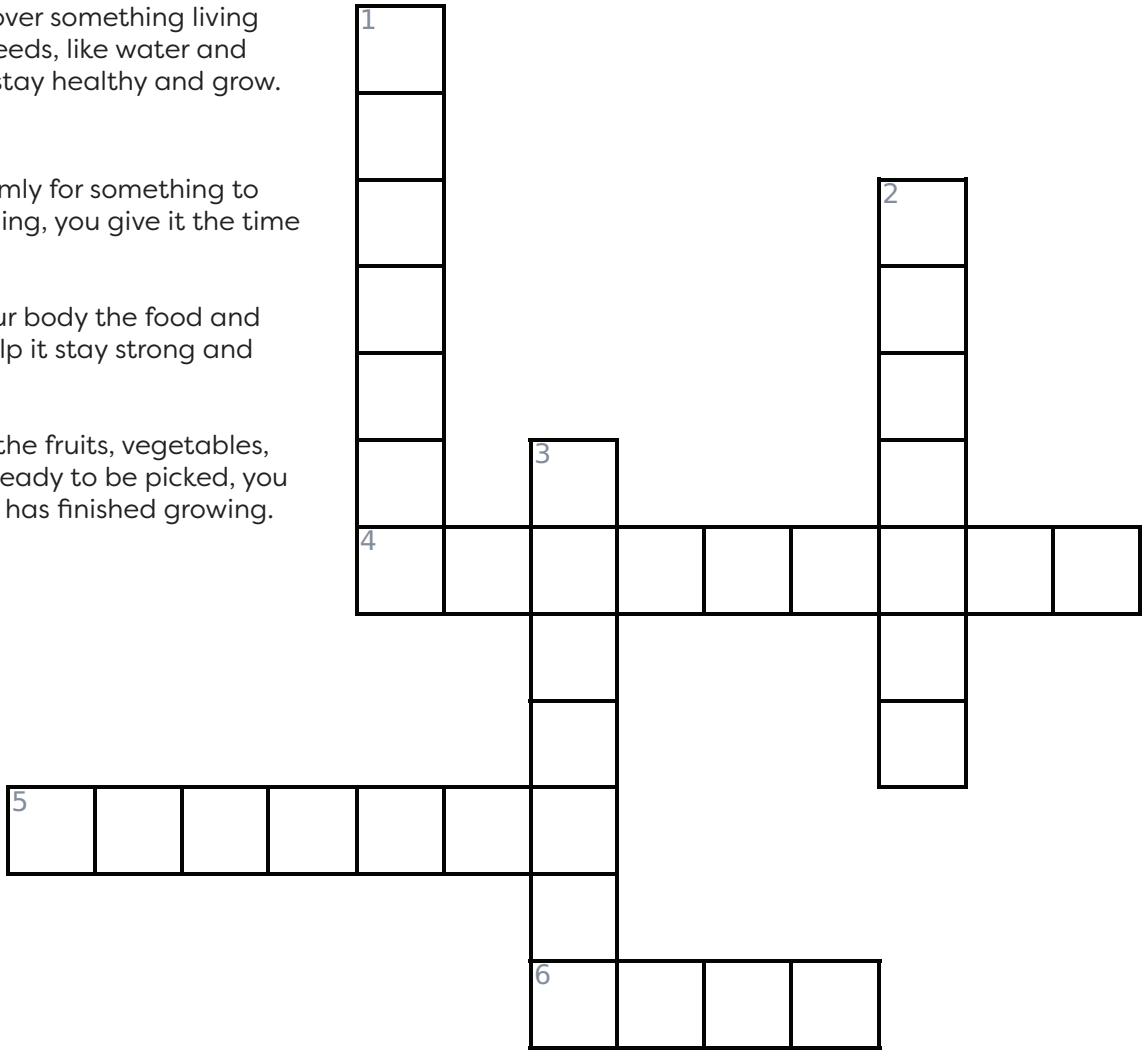
**6.** When you watch over something living and give it what it needs, like water and sunlight, you help it stay healthy and grow.

## Down

**1.** When you wait calmly for something to happen without rushing, you give it the time it needs to be ready.

**2.** When you give your body the food and care it needs, you help it stay strong and healthy.

**3.** When you gather the fruits, vegetables, and grains that are ready to be picked, you collect the food that has finished growing.




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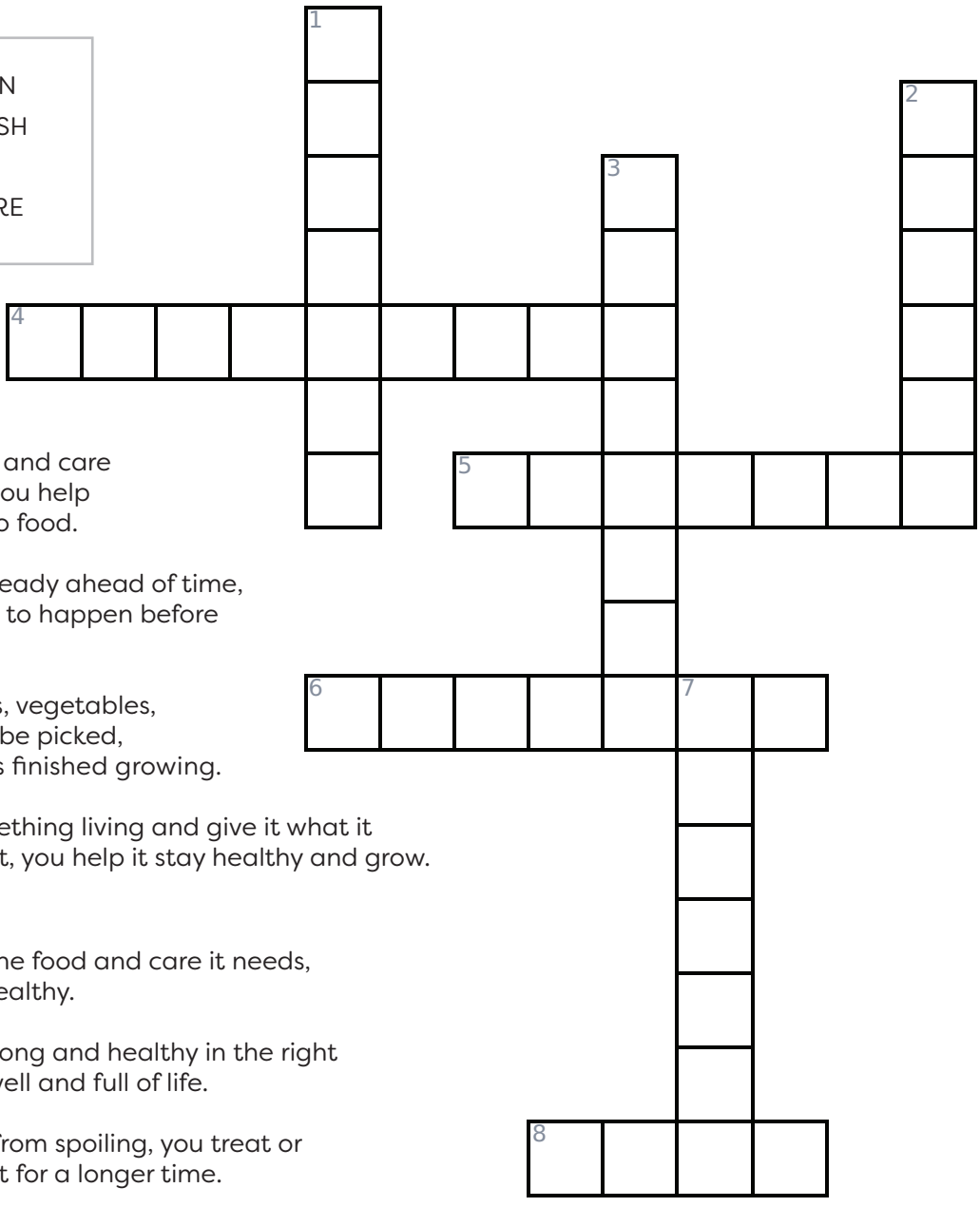
Name: _____ Date: _____

# Sustainability: Criss Cross (3-5)

Answer clues based on the content and vocabulary words.
Look for hints in the Word Bank.

**Word Bank**

| | |
|---|---|
| CULTIVATE | SUSTAIN |
| PRESERVE | NOURISH |
| HARVEST | TEND |
| THRIVE | PREPARE |




## Across

**4.** When you prepare the soil and care for plants so they can grow, you help crops develop from seeds into food.

**5.** When you get something ready ahead of time, you take the steps that need to happen before you can use or enjoy it.

**6.** When you gather the fruits, vegetables, and grains that are ready to be picked, you collect the food that has finished growing.

**8**. When you watch over something living and give it what it needs, like water and sunlight, you help it stay healthy and grow.

## Down

**1.** When you give your body the food and care it needs, you help it stay strong and healthy.

**2.** When something grows strong and healthy in the right conditions, you see it doing well and full of life.

**3.** When you keep food safe from spoiling, you treat or store it so it stays good to eat for a longer time.

**7.** When you keep something going over time, you give it what it needs so it can continue without running out.

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Name: _____ Date: _____

# Sustainability: Word Search (K-2)

Find the words in the list.

E W E C P D O T R

J A V H P M U E D

O F P A T I E N T

N O U R I S H D U

A U J V D W H S G

S P R E P A R E D

I M W S W R O K G

W U O T I P P K E

T R A D I T I O N

## Word Bank

**HARVEST** **NOURISH** **PATIENT**

**PREPARE** **TEND** **TRADITION**

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Name: _____ Date: _____

# Sustainability: Word Search (3-5)

Find the words in the list.

T R A D I T I O N

V I E A G T H N T

C U L T I V A T E

K P R E P A R E N

P R E S E R V E D

E T H R I V E M S

A N O U R I S H D

P A T I E N T W S

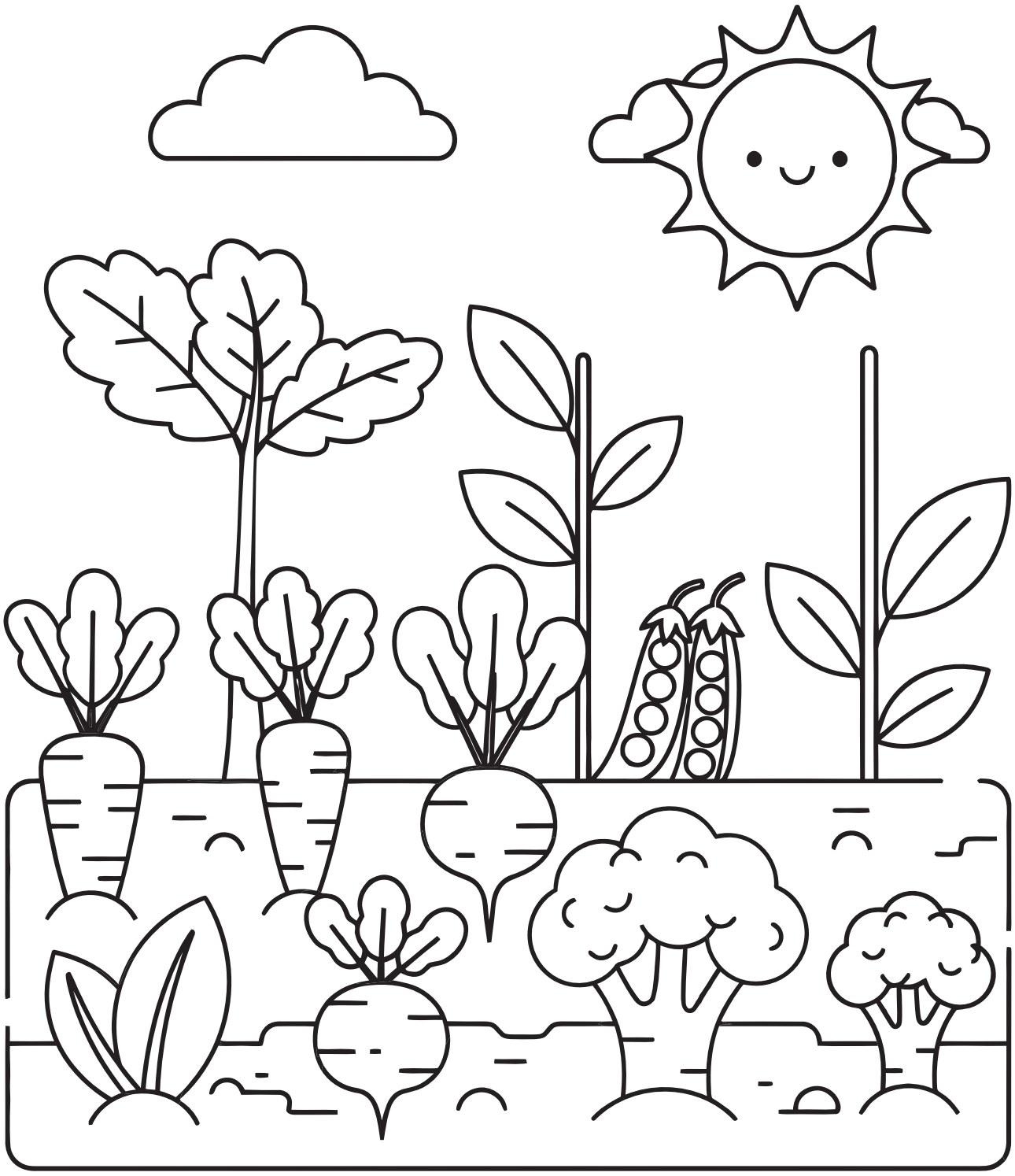
E H S U S T A I N

## Word Bank

| | | |
|---|---|---|
| **CULTIVATE** | **HARVEST** | **NOURISH** |
| **PATIENT** | **PREPARE** | **PRESERVE** |
| **SUSTAIN** | **TEND** | **THRIVE** |

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Name: _____ Date: _____

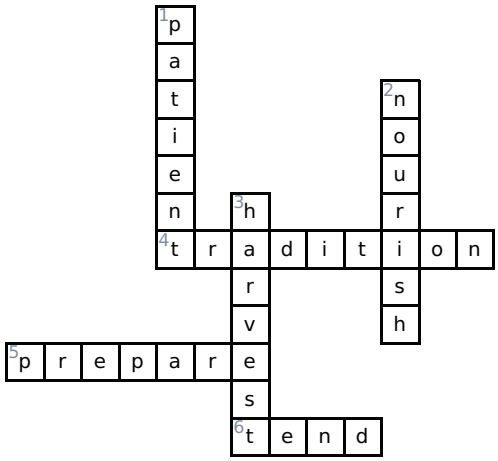


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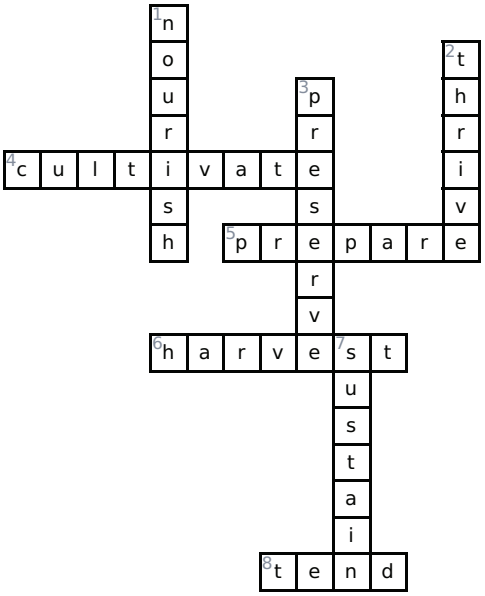
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# Answer Key

## Sustainability: Criss Cross (K-2)




## Sustainability: Criss Cross (3-5)




## Sustainability: Word Search (K-2)

T
H E
P A T I E N T
N O U R I S H D
V
P R E P A R E
S
T
T R A D I T I O N

## Sustainability: Word Search (3-5)

T R A D I T I O N
H T
C U L T I V A T E
P R E P A R E N
P R E S E R V E D
T H R I V E
N O U R I S H
P A T I E N T
S U S T A I N

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