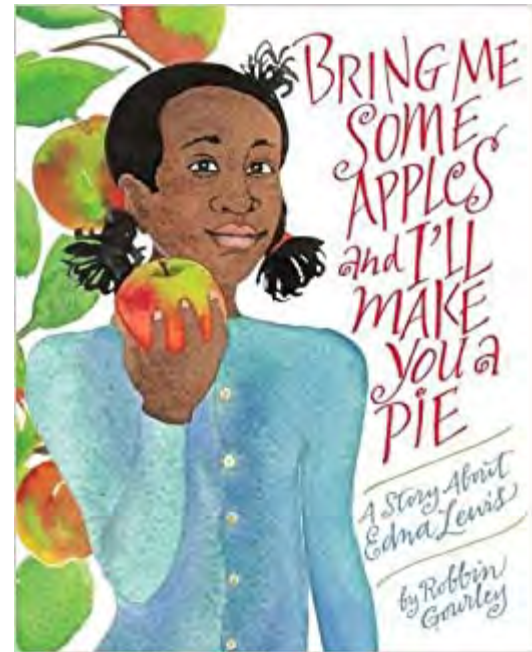


**February 2022 Book of the Month**  
***Bring Me Some Apples and I'll Make You a Pie:***  
***A Story About Edna Lewis***  
**Written by: Robbin Gourley**

Long before the natural-food movement gained popularity, Edna Lewis championed purity of ingredients, regional cuisine, and farm-to-table eating. She was a chef when female chefs were few and far between. With lyrical text and watercolor illustrations, Robbin Gourley traces the roots of Edna's appreciation for the bounties of nature through the seasons. Folk rhymes, and songs about food are sprinkled throughout the text, and five kid-friendly recipes and an author's note about Edna's life are included.



**Did You Know? (Ag Facts)**

- Edna Lewis was born in 1916 in a farming community in Virginia.<sup>1</sup>
- Edna grew up to be a famous chef and wrote four cookbooks to teach people how to prepare food in the Southern regional style. She won many awards and honors for her approach to cooking.<sup>1</sup>
- Her most significant contribution was to make people aware of the importance of preserving traditional methods of growing and preparing food and of bringing ingredients directly from the field to the table.<sup>1</sup>

**Vocabulary:**

**Agricultural commodity:** crops or livestock that are raised and harvested, and provide food, fiber, or fuel.

**Activity 1: Food Group Puzzle<sup>2</sup>**

1. Read *Bring Me Some Apples and I'll Make You a Pie* with students. Ask students to write down the **agricultural commodities** that Edna and her family harvested throughout the year. After you have finished reading, ask students to share out. Make a list on the board. (You could do this as a whole group and ask students to identify the agricultural commodities as they hear them in the book, pausing for answers as you read.) The list should include strawberries, wild greens, honey, cherries, blackberries, peaches, tomatoes, watermelons, corn, beans, grapes, apples, and nuts.
2. Allow students to share similar experiences by asking them if they have ever harvested any of the commodities Edna and her family harvested in the book.
3. Next, ask students if anyone in their family cans food like Edna and her family (pp. 36-37 in the book). Ask the students to share their experiences.
4. Ask students, "Do you know what the food groups are?" Students can raise their hands and share what they know.

5. Students can complete the [Food Group Puzzle](#) in groups or individually. (Alternatively, you can print the puzzle for smaller groups of students to complete.)
6. As students complete the puzzle, review the concepts taught: there are five food groups, where each food is produced, common foods in each food group, and nutrients received.
7. Have students place Edna's agricultural commodities into the food group categories. (Honey is a sweetener, and is not included in one of the five food groups.)

### **Activity 2: Give Me Five!**<sup>2</sup>

1. Explain that food groups are collections of foods with similar nutritional benefits. Nutrition guidelines recommend daily servings from each group for a healthy diet.
2. Ask students to name any food groups they know. List answers on the board. Fill in any of the five groups that are not mentioned.
3. When all five groups are on the board, review them and discuss how each makes our bodies healthy.
4. Ask students to name foods they like to eat in each group. Record answers on the board. In the end, there should be a list of the five food groups and foods in each group.
5. Go over the [Agricultural Commodities List](#) and star or circle with a bright color all the foods grown in your state (or region).
6. Tell students that farmers and ranchers in our state grow thousands of different types of crops and many of them are food we eat. If there are additional commodities grown or raised in your area add them to the list, or list them on the chalkboard.
7. Tell students that each day they should eat from the five food groups for a healthy diet – fruits, vegetables, grains, protein and dairy. Have them hold up one hand and list the five groups, one for each finger. After they list off the five groups, have them turn to a partner and give each other a high five. To help them remember the five food groups, students will be making a *Give Me Five!* hand.
8. Each student will need to have a [paper hand](#), a Popsicle stick (pencils work too), tape and crayons or markers.

9. On one side of the hand, students write the name of a food group on each finger.



In the center of the palm they write “Exercise Daily.” (See example).

10. On the other side of the hand students should write/draw a state-grown food for each food group in the corresponding finger area (Ex: fruits/picture of blueberries).

11. Have them write/draw their favorite exercise in the

palm area. (See example).

12. Students cut out the hand then tape on a Popsicle stick at the wrist area.
13. When they are done, as a group repeat the five food groups.
14. Have students take turns sharing their favorite local foods with the class.
15. **Enriching Activity:** [Finders Keepers Online Game from My American Farm](#): students will use MyPlate as a guide to help them make nutritious food choices.

### Activity 3: Where Does It Grow?<sup>3</sup>

1. Bring in a few examples of the agricultural commodities that Edna and her family harvested. (Note, it is helpful if the produce still has a sticker or product label on them, and were grown in the United States; however, this activity can be adapted for world geography if necessary.)
  - a. If the fruit or vegetable was grown outside of the United States, it will have a sticker or label indicating the country it was produced in.
  - b. Packaged produce, like baby carrots or bags of apples, often lists the name and city/state of the farm where it was grown.
  - c. Loose produce, if it was grown in the United States, does not always have an individual label indicating its origin. You can do a quick internet search to see the top producing states (or countries) where it is grown.
2. Once students have determined where Edna’s commodities grow, give each student a [Where Does It Grow?](#) card. Have students work in groups to determine where each fruit or vegetable grows. (This can be assigned as homework, and with an adult, the student can go to the grocery store to find the answers.)
3. Display a United States map for the class. Place a star on the map indicating where the school/community is located.
4. Instruct students to tape their fruit/vegetable card to the board on the state (or country) where it was produced. Remind students that each of these food items are available at a grocery store local to their homes. As you observe the map, as questions such as:

- a. Which foods are grown closest to home?
  - b. Which foods are grown farthest away?
5. Summarize that our food supply provides an abundant variety of fruits and vegetables that can be grown on farms and transported to our homes.

## Links

- Food Group Puzzle (**Activity 1**)  
<https://www.jigsawplanet.com/?rc=play&pid=1c37f5930fb3>
- *Agricultural Commodities List and Hand Template* (**Activity 2**)  
[https://cdn.agclassroom.org/media/uploads/2014/07/30/giveme\\_fiveworksheets.pdf](https://cdn.agclassroom.org/media/uploads/2014/07/30/giveme_fiveworksheets.pdf)
- Finders Keepers Online Game (**Activity 2**).  
<http://www.myamericanfarm.org/games/finders-keepers>
- Where Does It Grow? card (**Activity 3**)  
[https://cdn.agclassroom.org/media/uploads/2020/02/24/Fruit\\_and\\_Veg\\_Cards.pdf](https://cdn.agclassroom.org/media/uploads/2020/02/24/Fruit_and_Veg_Cards.pdf)

## Sources

1. Gourley, R. (2016). *Bring me some apples and I'll make you a pie: A story about Edna Lewis*. HarperCollins Publishers.
2. <https://www.agclassroom.org/matrix/lesson/36/>
3. <https://www.agclassroom.org/matrix/lesson/668/>

## K-5 Subject Areas

Reading, Visual Arts, Writing, Speaking and Listening, Visual Art, Science, and Social Studies

### NC Standard Course of Study

#### Reading

- **RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RL.1.1** Ask and answer questions about key details in a text.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

#### Visual Arts

- **K.CX.2.2** Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- **1.CX.2.2** Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- **2.CX.2.2** Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- **3.V.2.3** Create art from realistic sources of inspiration.
- **3.CX.2.2** Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
- **4.V.1.2** Apply personal choices while creating art. .
- **4.CX.2.2** Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.
- **5.CX.2.2** Exemplify how information and skills learned in art can be applied in other disciplines.

#### Writing

- **W.K.5** Participate in shared investigation of grade appropriate topics and writing projects.
- **W.K.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.5** Participate in shared research and writing projects.
- **W.1.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.2.5** Participate in shared research and writing projects.
- **W.2.6** Recall information from experiences or gather information from provided sources to answer a question.
- **W.3.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.5** Conduct short research projects that build knowledge about a topic.
- **W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.4.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.5.2** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.5** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### Speaking and Listening

- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.4.** Speak audibly and express thoughts, feelings, and ideas clearly.
- **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.4** Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

#### Science

- **1.L.1.1** Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
- **1.L.1.2** Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
- **1.L.1.3** Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).
- **4.L.2.2** Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

#### Social Studies

- **K.B.1.1** Identify cultural practices in local communities and around the world.
- **K.G.1.1** Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.
- **1.B.1.1** Identify cultural practices and traditions in local communities and places around the world.
- **4.E.1.3** Explain ways in which factors of production are influenced by the availability of resources in North Carolina.

#### Healthful Living

- **K.NPA.1.1** Classify foods by groups in MyPlate.
- **K.NPA.1.2** Recall foods and beverages beneficial to teeth and bones.
- **K.NPA.1.3** Recall activities for fitness and recreation during out of school hours.
- **K.NPA.2.1** Recognize nutrient-dense foods in a list of foods that are culturally diverse.
- **1.NPA.1.1** Select a variety of foods based on MyPlate.
- **1.NPA.1.2** Contrast more nutrient dense foods from those that are less nutrient dense.
- **1.NPA.2.1** Classify the sources of a variety of foods.
- **1.NPA.3.2** Recall fitness and recreation activities that can be used during out of school hours.
- **2.NPA.1.1** Recognize the interrelationship of parts of MyPlate.
- **3.PCH.1.2** Classify behaviors in terms of whether they do or do not contribute to healthy living.
- **3.NPA.2.1** Identify sources of a variety of foods.
- **4.NPA.1.1** Plan meals using MyPlate.
- **5.NPA.1.1** Use MyPlate to make healthy choices of foods and beverages.
- **5.NPA.2.2** Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

# Watermelon

Where is it grown?



# Banana

Where is it grown?



# Apple

Where is it grown?



# Orange

Where is it grown?



# Mango

Where is it grown?



# Strawberry

Where is it grown?



# Cantaloupe

Where is it grown?



# Peach

Where is it grown?



# Raspberry

Where is it grown?



# Blueberry

Where is it grown?



# Lemon

Where is it grown?



# Grapefruit

Where is it grown?





# Pineapple

Where is it grown?



# Blackberry

Where is it grown?



# Pear

Where is it grown?



# Kiwi

Where is it grown?



# Cherry

Where is it grown?



# Grape

Where is it grown?



## Carrot

Where is it grown?



## Potato

Where is it grown?



## Peas

Where is it grown?



## Green Bean

Where is it grown?



## Asparagus

Where is it grown?



## Mushroom

Where is it grown?



# Broccoli

Where is it grown?



# Cauliflower

Where is it grown?



# Spinach

Where is it grown?



# Avocado

Where is it grown?



# Bell Pepper

Where is it grown?



# Corn

Where is it grown?



## Tomato

Where is it grown?



## Celery

Where is it grown?



## Cabbage

Where is it grown?



## Onion

Where is it grown?



## Sweet Potato

Where is it grown?



## Squash

Where is it grown?



## Five Food Groups & Key Messages

**Fruits and Vegetables:** Any fruit or vegetable is included in this group. Fruits or vegetables may be fresh, canned, frozen or dried. They can be whole, cut-up, pureed or juiced. **Key Message: Make half your plate fruits and vegetables.**

**Grains:** Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Examples include bread, pasta, oatmeal, breakfast cereals, tortillas and grits. **Key Message: Make at least half of your grains whole grains.**

**Protein Foods:** All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts and seeds are considered part of this group. Meat and poultry choices should be lean or low-fat. **Key Message: Choose lean protein.**

**Dairy:** All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, however, foods made from milk that have little to no calcium, such as cream cheese, cream and butter, are not part of this group. Calcium-fortified plant based “milks” (i.e., soy beverage) is also part of this group. **Key Message: Choose fat-free or low-fat dairy products.**

### An ABC List of Agricultural Commodities

Alfalfa Hay	Dungeness Crab	Loganberries	Ryegrass Seed
Alfalfa Seed	Eggplant	Meadow Foxtail Seed	Safflower
Alpacas/Llamas	Eggs	Meadowfoam	Salmon
Angus	Elderberries	Milk	Shad
Apples	Emus, Ostriches	Mink	Sheep and Lambs
Apricots	Endive	Mint	Shrimp
Arborvitae	Escarole	Mules & Donkeys	Shrubs, Deciduous & Flower
Arugula	Farm Forest Products	Mushrooms	Silage - Corn, Hay, or Mint
Artichokes	Fescue Seed	Mustard	Sorghum
Asparagus	Figs	Myrtle Wood	Soybeans
Barley	Fish	Nectarines	Spruce
Bass	Flax	Nursery Crops	Smelt
Beans, dry	Flounder	Nuts	Sod
Bees	Flowers, Cut & Bulbs	Oats	Spinach
Beets	Game Birds, Quail, Pheasants	Olives	Squash
Bentgrass Seed	Garlic	Onions, green and storage	Steelhead
Birdsfoot Trefoil Seed	Goat Products	Orchardgrass Seed	Straw
Blackberries	Gooseberries	Oysters	Strawberries
Blueberries	Gourds	Parsley	Sturgeon
Boysenberries	Grapes	Parsnips	Sugarbeets
Broccoli	Green Beans	Peaches	Sunflower, Oil & Seed
Brussel Sprouts	Greenhouse Crops	Pears	Swiss Chard
Buckwheat	Greens, cut	Peas, dry and green	Tomatoes
Cabbage	Halibut	Peppermint, Oil & Rootstock	Trees, deciduous
Canola	Hay	Peppers	Trout
Cantaloupes & Muskmelons	Hazelnuts	Perch	Tulips
Carrots	Herbs	Plants, Flowering and Foliage	Tuna
Cattle, Beef	Hogs and Pigs	Plums	Turf Sod
Cauliflower	Honey	Ponderosa Pine	Turkeys
Celery	Hops	Poplar Trees	Turnips
Cherries, Sweet & Tart	Horseradish	Potatoes	Umbrella Plant
Chickens	Horses and other equine	Prunes	Vegetable & Flower Seeds
Christmas Trees	Huckleberries	Pumpkins	Vetch Seed
Clams	Ice Cream	Quince	Walnuts
Clover Seed, Red	Iris	Rabbits	Wasabi
Cod	Jam	Radish Seed	Watermelon
Corn, Sweet & Grain	Jasmine	Radishes	Wheat
Cranberries	Juniper	Raspberries, Black & Red	Wool
Cucumbers	Kale	Red Snapper	Xeropyte (water succulent plant)
Currants, Red	<del>Kelp</del>	Reed Canarygrass Seed	Yams
Daffodils	<del>Kentucky</del> Bluegrass Seed	Rhubarb	Yogurt
Dairy Products	Kiwi Fruit	Rice, Wild	Zinnias
Dill for oil	Leeks	Rockfish	Zucchini
Dogwood Tree	Lentils	Rutabagas	
Douglas Fir	Lettuce	Rye	

