

# Farmer Activity for Cooking Classes

## Option #1: A farmer is visiting your classroom

- Write the following on the board. Ask the farmer and students to help you fill in the blanks.

“Today our special visitor is Farmer \_\_\_\_\_ (name of farmer)  
from \_\_\_\_\_ (name of farm) \_\_\_\_\_. A farmer is a person who \_\_\_\_\_.”

- Invite farmer to cook with the class today.
- Discuss (at beginning of class OR after students have cooked)  
Use question cards to facilitate discussion.

1. Where is your farm?
2. What do you grow on your farm?
3. How did you learn how to farm?
4. What’s happening at the farm right now?
5. What is your favorite fruit or vegetable?
6. Where do you sell the food that you grow?
7. Do you sell your produce to our school?

*If the answer is yes, ask the farmer:*

What produce do you sell to our school?

## Option #2: If a farmer is NOT visiting your classroom

- Write the following on the board. Ask the students to help you fill in the blanks.

“Today we will be using \_\_\_\_\_ (name of produce) \_\_\_\_\_ that  
was grown on \_\_\_\_\_ (name of farm) \_\_\_\_\_ by Farmer \_\_\_\_\_ (name of farmer).  
A farmer is a person who \_\_\_\_\_.”

- Refer to map and farmer photo.

## Vocabulary Words

**crops:** a plant or plant product that is grown by farmers

**cultivate:** to prepare and use soil for growing plants; to grow and care for

**farmer:** a person who runs a farm. A farm is a piece of land used for growing crops or raising animals.

**farmers' market:** a place where farmers sell their produce

**fertilize:** to make the soil or land richer and better able to support plant growth by adding chemicals or a natural substance (such as manure)

**harvest:** to gather or collect a crop. Also used to describe the amount of crops that are gathered.

**irrigate:** to supply land with water by using artificial means (such as pipes)

**pesticide:** a chemical that is used to kill insects that damage plants or crops

**plant:** to put (a seed, flower, or plant) in the ground to grow

**produce:** fresh fruits and vegetables

**prune:** to cut off some of the branches of a tree or bush so that it will grow better or look better

**seasonal:** happening during a particular time of year

**sow:** to plant seeds in an area of ground

**transplant:** to remove a plant from the ground or from a pot and move it to another place.

# Key Life Science Ideas by Grade Level

## **Kindergarten:**

- What are the parts of a plant? Stems, leaves, roots, flowers
- How are two plants different? How are they the same?
- Where does a certain fruit or vegetable grow? Under the ground, on the ground, or above the ground.
- Children this age are learning about shape, color, and naming.
- Children this age may know basic names like “carrot” or “potato”, but they may not be aware that there are many different kinds of carrots and potatoes.

## **Grade 1:**

- What do plants need to live and grow? Water, air, food, sunlight
- How does a plant grow? Seed, sprout or seedling, mature plant
- Children this age may know basic names like “carrot” or “potato”, but they may not be aware that there are many different kinds of carrots and potatoes.

## **Grade 2:**

- How much sunlight does a plant need in order to grow? How much water? Different kinds of plants need different amounts.
- Soil is made up of weathered rock and organic materials.
- There are different kinds of soil. Some kinds of soil are better at giving plants what they need to grow. Different kinds of plants grow better in different kinds of soil.

## **Grade 3:**

- Plants have different structures that serve different functions (vines, large or small leaves, bark, thorns, etc)
- Classify plants according to their characteristics (tree leaves, flowers, seeds)

## **Grade 4:**

- Changes in the environment influences how plants grow.
- Roots play an important role in the intake of water and soil nutrients.
- Green leaves help a plant make food from sunlight (photosynthesis).
- In any particular environment some kinds of plants survive well, some survive less well, and others cannot survive at all.
- A change in physical structure or behavior can improve an organism’s chance of survival. For example, a plant grows toward the light.

1. Where is your farm?

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4. What is happening at the farm right now?

5. What is your favorite fruit or vegetable?

6. Where do you sell the food that you grow?

7. Do you sell your produce to our school?

*If the answer is yes,  
ask the farmer:*

What produce do you sell to our school?

2. ¿Qué cultiva usted en su granja?

1. ¿Dónde está su granja?

4. ¿Qué está pasando en la granja ahora mismo?

3. ¿Cómo aprendió a ser granjero o granjera?

6. ¿Dónde vende usted sus cultivos?

5. ¿Cuál es su verdura o fruta favorita?

7. ¿Vende usted sus cultivos a nuestra escuela?

*Si contesta que sí, pregúntale: ¿cuáles cultivos vende a nuestra escuela?*