



# Texas Farm Fresh Fridays

## Activity Inspiration with Resources



TEXAS DEPARTMENT OF AGRICULTURE | COMMISSIONER SID MILLER

### **Activities Appropriate for Students in Grades K-5**

#### **Pick a Plant Apart**

Show students that the foods we see are sometimes not the whole plant. We only eat the carrot root, but you can eat the tops if you want to. We mostly eat only the spinach leaves. You can eat the stems, but they can be tough. We only eat wheat kernels, not the whole stalk. Have them draw a whole plant using the different pieces.

Materials needed:

- Model food items
- Paper
- Markers, crayons or colored pencils

#### **\*TEKS Met:**

**FA: Knowledge and Skill Statement – FA.A.K/1/2.1:** Foundations: observation and perception.

Students use critical thinking, imagination, senses, and past experiences to pick apart the plant and think about its functioning components. They expand their visual literacy skills during the drawing thought process.

**Science: Knowledge & Skill Statement – K/1/2.3:** Scientific investigation and reasoning.

Students are learning and analyzing what parts of a plant are used as food. They also apply their past experiences with food to figure out what parts of the plant they usually consume.

### Build a Frankenveggie

Use the unique shape and texture of exciting vegetables to create a veggie person with real vegetables.

Materials needed:

- Paper
- Assorted paint colors
- Paint pallets
- Assorted vegetables such as broccoli, cauliflower, celery, potatoes and carrots

### Watch Veggie Von Healthy Wilt

Build a vegetable person and watch him change before your students' eyes over the course of the next two weeks.

Materials needed:

- Toothpicks, glue or both
- Assorted vegetables such as corn, peas, carrots, celery, cauliflower, broccoli, cucumber and tomato

Options: Students can glue the vegetables to paper or have them use toothpicks to build a 3-D person.

Sample:



#### \*TEKS Met:

**FA: Knowledge & Skill Statement – FA.A.K/1/2/3.1:** Foundations: observation and perception.

Students use their imagination to create their veggie person artwork. They are using past experiences and exploring new shapes and forms to create something new.

**Science: Knowledge & Skill Statement – K/1/2/3.9:** Organisms and environments.

Students will see the evolution of their vegetable person and understand why the vegetables are wilting. Students learn that plants are living organisms that need water, nutrients, sunlight to survive – and understand that their veggie person is wilting because it's not being fed its basic needs.

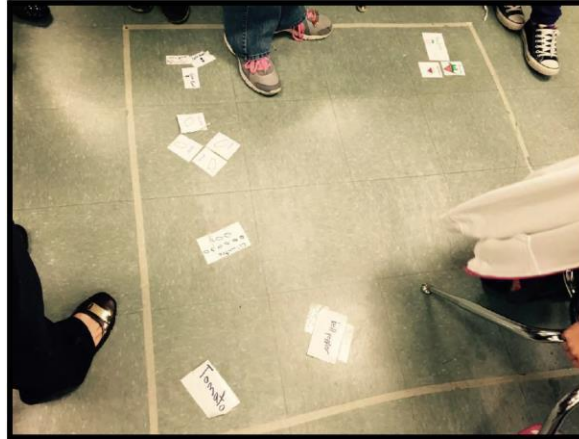
**Science: Knowledge & Skill Statement – K/1/2/3.10:** Organisms and environments.

Students are examining different parts of vegetables and using them creatively, and then observing how the vegetables change over time.

### **Create Your Farm**

Create a pretend farm in a section of the classroom. Give students small notecards or scratch paper and have them draw the different kinds of vegetables they would like to plant on the paper. Then have each student plant their vegetables. Teach them about different planting seasons using the TDA seasonality wheel available on [SquareMeals.org](http://SquareMeals.org) as a guide. Discuss how long different fruits and vegetables take to grow and ripen. Show a stop motion video of wheat ripening in the field for an example.

Sample:



Materials:

- Painters tape or masking tape
- Seasonality wheel
- Note cards or small pieces of scratch paper

#### **\*TEKS Met:**

**Science: Knowledge & Skill Statement – K/1/2/3/4/5.10:** Organisms and environments.

Students are learning more about how fruits and vegetables grow as well as their planting season; learning structure and processes of the plant that help them survive and grow. Students discuss simple life cycle of a plant (from seed to fruit) in a classroom simulation.

**Science: Knowledge & Skill Statement – K/1/2/3/4/5.2:** Scientific investigation and reasoning.

Students get to ask questions about vegetables, the growing season and harvesting in a classroom investigation.

### **From Garlic to Garden**

Give each student a garlic clove sometime in October and task them with predicting what grows from this. Ask them if they think it is a seed or a part of a mature plant. Tips for teaching with garlic are available by clicking these links.

<http://eatthinkgrow.org/wp-content/uploads/2012/04/KF61.pdf>

<http://edibleschoolyard.org/resource/garlic-goes-garden>

Materials needed:

- 8 heads of garlic per 30 students
- Six, 6-inch long pieces of string
- A 6-foot-by-4-foot garden bed space

Lead students in a “like produces like” activity ... sunflower seeds produce sunflowers and tomato seeds produce tomatoes.

In the garden:

- Gently loosen soil for planting
- Make a hole with the popsicle stick
- Plant cloves one at a time with the pointy side up and the root down
- Gently pat down soil
- Use string to measure six inches to the next hole and repeat

#### **\*TEKS Met:**

**Science: Knowledge & Skill Statement – K/1/2/3/4/5.1:** Scientific investigation and reasoning.

Teacher leads outdoor garlic gardening activity, making sure students follow school safe practices. Students perform outdoor gardening investigation and demonstrate knowledge of safe practices.

**Science: Knowledge & Skill Statement – K/1/2/3/4/5.9:** Organisms and environments.

Students will learn the survival needs of plants through outdoor gardening activity; seeing the garlic plant's basic needs to continue growing.

**Science: Knowledge & Skill Statement – K/1/2/3/4/5.10:** Organisms and environments.

Students will identify basic parts of the garlic plant, and see a new plant grow. They will observe life cycle changes to the garlic plant as the clove starts to sprout.

### **Learn About Seasonality**

Present students with a blank wheel and have them glue in the correct pie piece.

Materials needed:

- Blank seasonality wheel PDF

### **Build Your Own Seasonality Wheel**

Children can assemble a usable seasonality wheel using the available PDF

Materials needed

- Printout of seasonality wheel
- Brad (one per student) to attach the wheels together
- Scissors
- Markers or crayons to personalize their creation

#### **\*TEKS Met**

**FA: FA.A.K/1/2.Intro.2:** Four basic strands – foundations: observation and perception, creative expression, historical and cultural relevance, critical evaluation and response.

Seasonality wheel is provided; students can learn more about the content of the wheel as they assemble it together. Students organize their learned knowledge using the wheel art.

### **Texas Produce Word Scramble**

Unscramble the words to reveal fruits and vegetables grown in Texas

### **Texas Produce Word Search**

Find all of the fruits and vegetables grown in Texas

#### **\*TEKS Met:**

**2019-2020 ELAR: Knowledge & Skill Statement – K/1/2/3.2:** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking – beginning reading and writing.

Students strengthen foundational language skills, word structure/spelling knowledge and identification.



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