Busy Barns Farm provides an agricultural based education program each season in order to broaden the knowledge base of elementary aged students.
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Notes to the Teacher:

- The Common Core State Standards for Wisconsin and are correlated with the lesson plans. Many other standards will be covered dependent on the extensions you choose to do with your class.

- One goal of this curriculum is to familiarize the students with agriculture emphasizing on the plants and the parts we eat. Students will also learn the differences between a real and artificial plant and what plants require to grow. They will also learn the different plant parts and their function.

- Helpful websites:
  - www.agintheclassroom.org
  - http://vimeo.com/14809890
  - www.busybarnsfarm.com

- The materials contained in this curriculum resource guide were drawn and adapted from the following sources:
  - American Farm Bureau Foundation for Agriculture
  - Illinois Agriculture in the Classroom
  - Texas Agriculture in the Classroom
  - California Agriculture in the Classroom
  - Minnesota Agriculture in the Classroom
  - Oklahoma Agriculture in the Classroom
  - Original materials from Mariah Telfer-Hadler

- This curriculum was compiled and written by Mariah Telfer-Hadler of Busy Barns Farm. Mariah is a certified teacher in New York State. She holds a bachelors degree from the University of WI-River Falls in Animal Science, Dairy Business and a master’s in education from Roberts Wesleyan College in Rochester, NY.

- Please contact us at www.busybarnsfarm.com if you have any feedback regarding this curriculum. Thank you for helping us bring agriculture to education.
Lesson #1: The Plant Parts We Eat
Grades K-4: Pre-trip

WI State Learning Standards:
Subjects – Science, Art, Language Arts, Math
Speaking and Listening: 1.a, 2-4
Social Studies: E.4.1

Objectives:
Students will be introduced to an assortment of vegetables and will learn to locate and label the parts humans use for food (i.e. seeds, stem, leaf, fruit, root, flower). Students will be able to classify plant foods as fruit, vegetable, tuber or root.

Background:
Which parts of the plant do we usually eat? The seed? The fruit? When we eat asparagus, we are eating the stem of the plant. When we eat spinach or lettuce, we are eating the plant’s leaves. We eat the fruit of squash, cucumber and tomato plants. When we eat corn or peas we are eating seeds, and when we eat radish or carrot, we are eating roots. Cauliflower and broccoli plants produce flowers we like to eat.

With some plants we eat more than one part. The root of the beet plant is what most people like to eat, but the leaves are also good to eat—in salads, when the leaves are young and tender, and cooked when they get bigger. We eat the root of the onion plant but can also eat the stems, for a milder flavor.

Some of the plants we eat are poisonous—if we eat the wrong part. The leaves of tomato plants are poisonous. For many years people would not even eat tomatoes, because they thought the entire plant was poisonous. Now we know that the fruit of the tomato plant has vitamins that are very good for us. They are also delicious—sliced or chopped fresh into salads, cooked into spaghetti sauce or processed into ketchup.

Plants are an important part of our everyday life. We need them to make air and they provide food and fiber so that we can have something to eat and something to wear. They are also used to give us homes and believe it or not they provide us transportation. In some way we use every part of the plant.

We eat the root of some plants, the leaves of other plants, and we eat the fruit. It is seldom that we eat the entire mature plant. Usually when we eat plants we call them either fruits or vegetables. Since most plant foods are grouped into the two groups many of the foods we eat as vegetables are actually fruits. Some of the foods we call vegetables are not vegetables at all. They belong in another group. Plant scientists have given us some ways to tell if a plant is a leafy food (vegetable) and root food (not a vegetable) and a tuber (not a vegetable) and a fruit. Here are ways you can decide if a plant is a vegetable or a fruit or a tuber or a root:

- A **fruit** is a fruit if the seed is surrounded by a fleshy part that we eat. Foods such as apples, bananas, cucumbers, peppers, tomatoes, squash are all fruits because there is a fleshy part around the seed that we eat.
- True **vegetables** are the leaves, stems or immature flowers of plants. They include things like lettuce, cabbage, turnip greens, celery, cauliflower and asparagus.
We also eat the **roots** of some plants. A root is under the ground and has many hair like parts that get minerals and water from the soil. Root foods include carrots, radishes, parsnips, and turnips.

Potatoes are not root, even though they grow underground. They are not vegetables either. They are actually **tubers** (underground swollen stems).

Onions are not roots either. They are stems and leaves that grow under the ground.

Sometimes we eat only the **seeds** of a plant. Some of these foods include corn, peas, and beans. But they also include nuts like pecans, walnuts and almonds. Other seeds we eat are rice, wheat and oats.

This can be very confusing, but if we study the parts of the plants it soon can become clearer.

**Materials:**

- Assorted examples of fresh vegetables that are roots, leaves, stems, seeds and flowers
- **Stems:** asparagus, celery
- **Flowers:** cauliflower, broccoli
- **Root:** radish, beet, carrot, potato, parsnip, turnip
- **Seeds:** peas, corn, rice, wheat, oats
- **Fruit:** eggplant, squash, tomatoes, cucumber, pepper,
- **Leaves:** lettuce, cabbage, spinach, mustard greens, beet greens
- **Tuber:** onions, potatoes

**Procedures:**

1. Put on the chalkboard or overhead the simple definitions of fruits, vegetables, roots and tubers. (Use definitions from background information)
2. Brainstorm a list of foods that students might eat from the categories fruit, vegetable, roots or tubers. Write each idea on the board under the appropriate heading.
3. Ask students to bring to school a fruit or vegetable. (It could be their favorite, or you could ask them to bring what they think might be a fruit that could “stump” the rest of the class.)
4. Ask the students to examine each fruit or vegetable that has been brought to class. You might have to “fake” some of your favorites if you suspect that “vegetables” won’t be brought to school. (Or you could have some pictures available).
5. Once again go over the definition of a fruit. Examine the foods brought in. Determine where the seed might be.
6. Cut the foods in half. Examine for seeds. If there are no seeds what part of the plant did this food come from?
7. Determine how many foods brought to school were fruits.
8. Determine how many foods brought to school were vegetables (leafy or immature flowers).
9. Determine how many foods brought to school were roots or tubers.
10. Discuss other parts of the plant we eat—seeds. Brainstorm a list of foods we eat that are the seeds of plants.
11. As appropriate for the grade level, have students complete the matching activity (worksheet A) and/or Puzzle Pieces (worksheet C).
Science Extensions:
1. Bring an assortment of root, stem, fruit and seed vegetables to class. Ask students to identify the vegetables one by one. Ask if anyone has ever eaten any of the vegetables. Which ones are their favorites? Ask students to sort the veggies in piles according to which part we eat, the root, the seed, the stem or the leaves.
2. Hand out student Worksheet C. Read the worksheet with your class, and discuss the different plant parts. Help students identify the plant parts we eat.
3. Hand out student Worksheet D, and have students draw lines from the plants pictured to the correct words, using Student Worksheet A as a guide.
4. Bring samples of some vegetables students might not ordinarily eat, e.g., turnips, kale, mustard greens, etc., and invite students to taste them and guess which part of the plant they came from.
5. Take a trip to the produce section of a grocery store, and have students identify vegetables and designate which part of the plant is eaten.
6. Early in the fall or spring, help students plant some fast-growing cool weather vegetables (radishes, lettuce, spinach, peas, beets, etc.) to harvest and eat.
7. Write the cafeteria menu on the chalkboard. Look at the vegetable of the day, and have students say whether it is a stem, seed, flower, etc. Write the vegetable of the day on the chalk board for several days, and have students place it in the correct category.

Art Extensions:
1. Discuss the colors of the plant parts we eat. Have students color the pictures on their worksheets.
2. Have students use an assortment of vegetables to make vegetable prints with tempera paint.
3. Have students create their own plants using common materials such as straws, buttons, strings, balloons, etc. Make sure the fantastical plants have roots, stems, leaves, flowers, fruit and seeds.

Language Arts Extensions:
1. Read the story Stone Soup to your students. As you read the story, have students identify the vegetable ingredients as root, fruit, etc. Bring a crock pot to class, and use assorted plant parts to make your own classroom stone soup.
2. Have students write detailed descriptions of one or more of the vegetables you have brought to class, using all five senses.
3. Provide copies of the reading page, and have students answer the questions at the end.

Math Extensions:
1. Use a gram scale to weigh each of the vegetables.
2. Have students measure the circumference, length, etc., of the vegetables and create fraction problems using their measurements.
3. Bring vegetable dip, and have students sample the vegetables you have brought. Have students vote on which vegetables they like best—root, stem or flower. Graph the results.
4. Bring grocery ads to class, and have students find the price for one pound of roots, one pound of stems, one pound of fruit and one pound of flowers. Have students create math problems using the prices.
**Extra Reading:**


**Assessment:**

Use the Plants Parts Review questions worksheet as one method of assessment.

**Vocabulary:** fruits, vegetables, roots, tubers, seeds

*Lesson Plan adapted from Texas Department of Agriculture and Oklahoma Agriculture in the Classroom*
PLANT PARTS MATCHING (worksheet A)

Draw a line from the food to the plant part.

<table>
<thead>
<tr>
<th>Food</th>
<th>Plant Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORN</td>
<td>ROOTS</td>
</tr>
<tr>
<td>TOMATO</td>
<td>STEM</td>
</tr>
<tr>
<td>CARROTS</td>
<td>LEAVES</td>
</tr>
<tr>
<td>ASPARAGUS</td>
<td>FLOWERS</td>
</tr>
<tr>
<td>SPINACH</td>
<td>SEEDS</td>
</tr>
<tr>
<td>CAULIFLOWER</td>
<td>FRUIT</td>
</tr>
<tr>
<td>LETTUCE</td>
<td>ROOTS</td>
</tr>
<tr>
<td>POTATOES</td>
<td>STEM</td>
</tr>
<tr>
<td>CELERY</td>
<td>LEAVES</td>
</tr>
<tr>
<td>BROCCOLI</td>
<td>FLOWERS</td>
</tr>
<tr>
<td>CHERRIES</td>
<td>SEEDS</td>
</tr>
<tr>
<td>PEAS</td>
<td>FRUIT</td>
</tr>
</tbody>
</table>
PLANT PART PUZZLE PIECES (worksheet B)

Cut along solid lines. Then cut along ------ lines.

<table>
<thead>
<tr>
<th>CORN</th>
<th>TOMATO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEEDS</td>
<td>FRUIT</td>
</tr>
<tr>
<td>CARROTS</td>
<td>ASPARAGUS</td>
</tr>
<tr>
<td>ROOTS</td>
<td>STEM</td>
</tr>
<tr>
<td>SPINACH</td>
<td>CAULIFLOWER</td>
</tr>
<tr>
<td>LEAVES</td>
<td>FLOWER</td>
</tr>
</tbody>
</table>
THE PLANT PARTS WE EAT (worksheet C)

Color the vegetables. Make them look good enough to eat.

- You eat our roots.
  - beets
  - carrots

- You eat my stems.
  - asparagus

- You eat our leaves.
  - cabbage
  - lettuce

- You eat our fruit.
  - pepper
  - tomato

- You eat our seeds.
  - corn
  - peas

- You eat my flowers.
  - cauliflower
THE PLANT PARTS WE EAT (worksheet D)

Match the plants to the parts we eat.

- roots
- stems
- leaves
- seeds
- flowers
THE PLANT PARTS WE EAT (reading page)

Which parts of a plant do we usually eat? The seed? The fruit? When we eat asparagus, we are eating the stem of the plant. When we eat spinach or lettuce, we are eating the plant’s leaves. We eat the fruit of squash, cucumber and tomato plants. When we eat corn or peas we are eating seeds, and when we eat radish or carrot, we are eating roots. Cauliflower and broccoli plants produce flowers we like to eat.

With some plants we eat more than one part. The root of the beet plant is what most people like to eat, but the leaves are also good to eat. We can eat beet leaves in salads when the leaves are young and tender. When they get bigger, they taste better cooked. We usually eat the root of the onion plant. The stems taste good too, when they are young and tender.

Some of the plants we eat are poisonous if we eat the wrong part. The leaves of tomato plants are poisonous. For many years people would not even eat tomatoes, because they thought the entire plant was poisonous. Now we know the fruit of the tomato plant has vitamins that are very good for us. Tomatoes are also delicious.

1. Which part of the plant do we eat? (Circle all the correct answers.)
   a. stem  b. leaves  c. fruit  d. seeds  e. flowers

2. We eat more than one part of which plants? (Circle one.)
   a. spinach and lettuce  b. okra and tomatoes
   c. beets and onions  d. radish and carrot

3. Beet leaves taste better cooked when they get ____________________________ ,

4. The fruit of this plant is delicious, but the leaves are poisonous.
PLANT PARTS WE EAT (review)

1. Why do you think people call some foods they eat vegetables when they are really fruits?
   a. They are really flowers
   b. They are green
   c. They come from the plant
   d. Vegetables are the part under the ground

2. Why are tomatoes really a fruit, but most people call them vegetables?
   a. Because the seeds are so tiny
   b. Because they are not crunchy
   c. Because they have seeds on the inside surrounded by fleshy outer covering
   d. Because they do not grow on trees and fruits grow on trees

3. How can someone decide if a plant is a vegetable or a fruit?
   a. They can look for the seeds. If the seeds are inside an outer covering it is a fruit.
   b. They can look at the color. Fruits will be brightly colored.
   c. They can look at where it is located on the plant.
   d. They can tell by the size of the plant part.

4. Which statement is an OPINION?
   a. Fruits have a fleshy covering over the seed or seeds.
   b. Fruits are better to eat than vegetables.
   c. Fruits are developed from a flower.
   d. Fruits are often called vegetables.

5. Which statement is not correct?
   a) Asparagus and celery are stems.
   b) Eggplant, corn, squash and beans are seeds.
   c) Lettuce, cabbage, spinach and herbs are leaves.
   d) Radish, beet, carrots, parsnips are roots.
Lesson #2: Busy Barns “Acres of Adventures”
Grades K-4: On-farm Field Trip

WI State Learning Standards:
Subjects – Social Studies: Geography, Behavioral Sciences
Geography: A.4.4
Behavioral Science: E.4.12, E.4.15

Objectives: Students will experience agriculture first hand through unique interactive farm activities. Students will work together to accomplish the scavenger hunt as groups.

Approximate Time: 2 to 4 hours (30 minutes guided)

This lesson takes place in the hands-on outdoor classroom at Busy Barns Farm. It consists of three parts that will be experienced in any order.

1. Hands-on Exploration:
   Students will discover and learn about agriculture through unique interactive farm experience including visiting, touching and feeding all of the farm animals, milking the simulated cow “Holly the Holstein”, determining the plant parts we eat and the five things plants need to grow in the “Discovery Nesting Box”, playing in tubs of oats seeds and many more fun, yet educational activities.

2. Make-n-Take:
   A 30-minute guided educational session on vegetable plants.
   - Students will make a “Garden in a Glove” (see page #15-16)
   - Students will learn the difference between artificial and real plants.
   - Students will learn the five things plants need to grow.
   - Students will learn about the various plant parts.
   - Students will be able to sort the different plant parts we eat.

3. Scavenger Hunt:
   Explore the 8-acre farm where navigational decisions are determined by the answers to rhyming clues. There are 8-16 different rhyming clues that the students can search the farm for. Some of the scavenger hunt questions reflect information that parallels educational material taught in this “The Plant Parts We Eat” curriculum resource guide.
Lesson #2 Continued: Garden in a Glove
Grades K-4: On-farm Make-n-Take

WI State Learning Standards:
Subjects – Science
Life Science: F.4.1, F.4.2, F.4.3
Earth Science: E.4.2

Objectives:
Students make a greenhouse in a glove. Students will be able to sort and indentify seeds. Students will learn what germination is and how many days it takes each seed to germinate.

Materials:
• Clean plastic glove
• 5 cotton balls
• 5 types of vegetable seeds
• Pencil
• Water
• Marker

Procedures:
1. Write your name on a clear plastic glove.
2. Wet five cotton balls and wring them out.
3. Place 3-4 seeds of the same type on each cotton ball (or dip the cotton balls in the seeds to pick them up). You may want to keep track of which seed is in which finger.
4. Put a cotton ball with the seeds attached into each finger of the glove. Hint: You may have to use a pencil to get the cotton ball all the way to the tips of the glove fingers.
5. Blow up the plastic glove and close it with a twist tie.
6. Tape the glove to a window, chalkboard, or wall. You may want to hang a clothes line under a chalk tray and use clothes pins to hold the gloves on.
7. The seeds will germinate in 3 to 5 days. Keep a plant diary and look at the seeds under a microscope.
8. Transplant the seeds about 1 ½ to 2 weeks by cutting the tips of the fingers off the glove. Transplant the cotton ball and small plants into soil or sphagnum moss.
9. After growing to full size, plants can be made into a salad.

Vocabulary: annual, perennial, germination, transplant

Lesson Plan adapted from University of Illinois Extension
Garden in a Glove Make-n-Take
Classroom Worksheet

Number each finger in the order they germinate.

Write the date when you see the first sprout.

What seeds did you plant in each finger?

Write them on the correct line.

Name: ____________________________

VOCABULARY
Annual – life cycle of one year
Perennial – life cycle of more than two years
Germination – to begin to grow (sprout)
Transplant – to remove and plant in another place

Activity provided by: Shelley Hall, Pike-Scott County Extension Council Cooperator; University of Illinois Extension
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Ph. 217-335-5443 Email: smhall@uiuc.edu
Lesson #3: Busy Barns Field Trip Review
Grades K-4: Post-trip Lesson

WI State Learning Standards:
Subjects – Social Studies
Speaking and Listening: 1.a, 2-4
Social Studies: E.4.1

Objectives:
Students will review and reflect on the information that was provided on the field trip. Students will be able to identify plant parts, know their function, and give an example of the six different plant parts we eat. Students will know what a real vs. an artificial plant is.

Background:
Material presented on the plant parts we eat by the on-farm educators during their field trip to Busy Barns Farm.

Materials:
Worksheets: K-W-L Chart, Earths Gifts, Get Growing, Way to Grow, Grow a Garden Plants are Foods, Pretty Seedy

Procedures:
1. Review what was taught at Busy Barns Farm.
2. Have students complete the K-W-L chart and see if all of their questions were answered.
3. Have students complete the additional worksheets to reinforce the material learned.
4. Play the Edible Plant Game (see pages 25-39)

Lesson Plan adapted from Minnesota Agriculture in the Classroom
### K-W-L Chart

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<tr>
<th>KNOW</th>
<th>WANT TO KNOW</th>
<th>LEARNED</th>
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EARTH’S GIFTS

These are Earth’s natural resources.

This is what I breathe. I cannot see it, but I can feel it.

This gives me light and heat. Color the dotted line orange.

This is where my food grows. Color the dotted lines brown.

This washes me and is good to drink. Color the dotted lines blue.
**WAY TO GROW**

**Across**
1. I make food for the plant.
2. I take in food and water from the soil.
3. I hold the plant up.

**Down**
4. Inside me is a baby plant and all the food it needs to sprout.
5. I have seeds inside.

Word Bank: stem, seed, leaf, root, fruit.
PRETTY SEEDY

1. Get these foods with seeds in them:
   - apple
   - grapes
   - grapefruit
   - peach or plum

2. Guess how many seeds in each. Write your answer on the lines above.
3. Have an adult cut open the fruit.
4. Count the seeds you find in each.
5. Graph your counts.

Number of Seeds in Fruit

<table>
<thead>
<tr>
<th># OF SEEDS</th>
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<th>How many seeds in all?</th>
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Fruits have seeds inside.
What are seeds for? ______________________________________________________
What are some seeds we eat? _____________________________________________

Eat the cut-up fruit!
GET GROWING!

What natural resources does a plant need to grow? Write the four words and you’ll see! Color the pictures.

1. ______________________

2. ______________________

(You can’t see this one.)

3. ______________________

Word Box
sunlight
air
water
soil

4. ______________________

Draw a star by each natural resource YOU need, too.
PLANTS ARE FOOD

Make an X on the food in each row that does not belong.

We eat flowers.  onion  broccoli  cauliflower

We eat leaves.  lettuce  cherries  herbs

We eat roots.  radish  carrot  lettuce

We eat stems.  tomato  celery  asparagus

We eat seeds.  peas  corn  watermelon

Draw your favorite plant food here.
GROW A GARDEN

Check [✓] how your garden will grow.

- [ ] In a pot
- [ ] In a box
- [ ] In a garden

You will need:

- Sun
- Seeds
- Trowel
- Water

What do you want to grow? Draw it here.

Ask an adult to help you plant real plants. Even one plant is fun to grow!
Lesson #4: The Edible Plant Game
Post-trip Activity

Purpose:
The purpose of this activity is to reinforce the concept that people eat different parts of plants.

Materials:
Edible plant part cards made on cardstock so that they may be worn around a student’s neck (page 26-39)

Background:
• Plants consist of six basic parts – roots, stems, leaves, flowers, fruits and seeds.
• People eat various plant parts to obtain nutrients and energy.
• This activity will be most beneficial if it is performed by the students after they have done the on-farm lesson plan #2 where they learned the individual plant parts. It incorporates the knowledge they have gained about plant parts with the fact that plants provide people with nutrients and energy needed for survival.

Procedures:
1. Reproduce the edible plant cards on cardstock. Color the pictures. Cut the cards on the dotted lines. Place string on each card as shown. Be sure the string is long enough to allow students to hang the cards around their necks.
2. You will need exactly 28 participants for this activity. If you have more than 28, you can assign a few students special jobs such as being a “checker” or a “materials” person or have two students represent one card. If you have less than 28 participants, include yourself, a teacher’s aid, and/or students from another classroom. You could always cut and paste the information on a few of the cards to meet your classroom numbers needs.
3. Shuffle the cards. Pass out one card to each student and have him/her read the card and then place it around his/her neck so it is visible to the other students.
4. The object of the activity is for the class to make a human ring that has all of the foods in the proper order. Begin by having one student read his/her card aloud. (If your students are nonreaders, you can read the cards) This student is the beginning of the ring. The student who has the correct answer will read his/her card aloud and then stand as part of the ring. Continue until the human ring is formed. When done correctly, everyone should be part of the ring.
5. After the class has done the activity properly, redistribute the cards so everyone has a new food. Do the activity again! This time a little quicker.

Lesson plan adapted from California Agriculture in the Classroom
I AM A KIWIFRUIT.

WHO IS A GREEN VEGETABLE WHOSE FLOWERING BUD LEAVES WE EAT AND YOU LOOK LIKE A BABY CABBAGE?

I AM A BRUSSELS SPROUT.

WHO IS THE STATE THAT GROWS MORE FOOD THAN ANY OTHER STATE IN THE UNITED STATES?
I AM CALIFORNIA.

WHO IS A FRUIT THAT CAN BE DRIED TO MAKE RAISINS?

I AM GRAPES.

WHO IS A SEED PEOPLE EAT RAW OR ROASTED THAT GROWS ON TREES?
I AM AN ALMOND.

WHO IS THE WORD THAT MEANS “ VEGETATION YOU PUT ON THE TABLE”?

I AM VEGETABLES.

WHO IS A GREEN FRUIT THAT, WHEN MASHED, MAKES A TOPPING FOR MEXICAN FOOD AND A DIP FOR CHIPS?
I AM AN AVOCADO.

WHO IS A FRUIT IN THE SQUASH FAMILY THAT IS GROWN FOR THANKSGIVING AND HALLOWEEN?

I AM A PUMPKIN.

WHO IS A RED FRUIT USED TO MAKE LOTS OF SAUCES?
I AM A TOMATO.

WHO IS A MIXTURE OF GRAINS THAT COWS EAT?

I AM SILAGE, A FOOD FOR ANIMALS.

WHO IS A PLANT THAT MAKES FIBER FOR CLOTHES?
I AM COTTON.

WHO IS A GRAIN (A SEED) THAT GROWS IN A VERY WET FIELD?

I AM RICE.

WHO IS A GREEN LEAF USED IN SALADS THAT HAS A VERY "COLD" NAME?
I AM ICEBERG LETTUCE.

WHO IS AN ORANGE ROOT, FULL OF VITAMIN A?

I AM A CARROT.

WHO IS A WHITE FLOWER PEOPLE EAT?
I AM CAULIFLOWER.

WHO IS A GREEN STEM THAT IS SOMETIMES EATEN WITH PEANUT BUTTER OR CREAM CHEESE?

I AM CELERY.

WHO IS A RED FRUIT THAT HAS LOTS OF TINY SEEDS ON ITS OUTSIDE?
I AM A STRAWBERRY.

WHO IS A BLACK OR GREEN FRUIT THAT IS SOMETIMES PUT ON PIZZAS?

I AM AN OLIVE.

WHO IS A YELLOW, GREEN, OR BROWN TREE FRUIT THAT FEELS GROTTY WHEN YOU EAT IT?
I AM A PEAR.

WHO IS A VEGETABLE WITH UNDERGROUND LEAVES THAT MAKES EYES WATER?
I AM AN ONION.

WHO IS AN GREEN EDIBLE FLOWER THAT HAS POINTY ENDS?
I AM AN ARTICHOKE.

WHO IS A SOUR YELLOW CITRUS FRUIT?
I AM A LEMON.

WHO IS A GRAIN USED TO MAKE MOST BREADS IN THE UNITED STATES?
I AM WHEAT.

WHO IS A LEAF THAT POPEYE EATS?
I AM SPINACH.

WHO IS A FUZZY FRUIT THAT CAN BE EATEN FRESH OR CANNED?
I AM A PEACH.

WHO IS A WHITE ROOT THAT LOOKS SOMewhat LIKE A CARROT?
I AM A PARSNIP.

WHO IS A PINKISH MELON FRUIT THAT CONTAINS BLACK SEEDS BUT SOMETIMES CAN BE SEEDLESS?
I AM A WATERMELON.

WHO IS AN UNDERGROUND STEM CALLED A TUBER THAT COMES IN THE VARIETIES RUSSET, RED AND WHITE?
I AM A POTATO.

WHO IS A BROWN FURRY-SKINNED FRUIT THAT HAS BLACK SEEDS?
Lesson #5: Roots, Stems, and Leaves, Oh My!
Grades K-4: Post-trip Lesson

WI State Learning Standards:
Subjects – Science, Art, Language Arts, Math
Speaking and Listening: 1.a, 2-4
Social Studies: E.4.1

Objectives: The students will be able to identify parts of a plant. The students will understand the function of plant parts.

Background: Plants have different parts just like we do. We have arms, legs, a heart and lungs to help us survive. Each of our body parts has a certain job to do. Plants have different parts, each with its own job to do. They must have roots, stems and leaves. Each part of the plant must do its job so the plant can stay healthy and grow.

Roots
A plant’s roots grow under the ground. The roots help hold the plant in the soil. They also take in water and nutrients which the plant turns into food. Plants have different kinds of root systems. Some plants have fibrous roots. Fibrous roots have many branches and spread out like the branches of a tree. Plants that have fibrous root systems include grasses, corn plants, wheat and many other crops that farmers grow. Other plants have a tap root. This is a single, main root that grows straight down. The tap root has smaller branches growing off of it. Examples of plants that have a tap root are carrots, radishes and turnips.

Stems
The stem grows upward from the roots. It holds the plant up and carries water from the roots to the other parts of the plant. Secondary stems, called petioles, grow from the main stem. These petioles have leaves growing on them. Sometimes we eat the stems of plants, like celery and asparagus.

Leaves
The leaves of a plant make the food the plant needs to survive. The water and nutrients that were taken in by the roots, move upward through the stem to the leaves. The leaves take sunlight and carbon dioxide from the air and convert the nutrients to plant food. This process is called photosynthesis. We eat the leaves of some plants such as lettuce and spinach.

Flowers, Fruit and Seeds
When a plant receives the proper amount of water, nutrients, air and sunlight it produces flowers. The flowers usually grow on the stems. When the flower dies and falls off it leaves behind a fruit. The fruit contains seeds. Fruits that we eat include apples, oranges, watermelons and tomatoes. Sometimes we let the seeds dry out and use them for food. Things like corn, peas and beans are examples of seeds that we eat.
The seed is the part that grows a new plant. If we plant a bean seed we will get a plant just like the one that made the seed.

Materials:
- Transparency of plant showing different parts.
- Different types of actual plants, if available, otherwise pictures of plants.

Procedures:
1. Show students a plant, either actual or make a transparency from the enclosed diagram.
2. Ask students to try to identify as many of the parts as possible.
3. Next, ask students to begin listing what they think is the function of each of the parts.
4. Read Background Information to the class or have each student read individually.
5. Go over the parts of a plant in detail. Also explain each function.
6. Show plants with different types of leaves, stems and roots. Emphasize that even though the parts may look different they all have the same function.
7. Have lower grade levels cut out “Plant Parts Pieces” and paste to “Plant Parts Card”, then color the picture.
8. As appropriate to grade level have students read “Parts of a Plant” and label the diagram.
9. Show overhead transparency of a corn plant. What type of root system does a corn plant have? Where are the seeds located? Have students research the function of the tassel and the silks on the corn plant.

Extension:
1. Have students make a collection of plants that show different leaf, stem and root characteristics.

Vocabulary: root, stem, petiole, leaf, flower, fruit, seed, carbon dioxide, chlorophyll, nutrients

Lesson Plan adapted from Texas Department of Agriculture
PARTS OF A PLANT

Read the story then label the parts of the plant.

A plant has **roots** which keep it in the ground. The roots also take in water and minerals from the soil.

Above the ground is the **main stem**. It holds up the pant and carries water throughout the plant.

Secondary stems, or **petioles**, grow from the main stem. These stems have the **leaves**. Green leaves make most of the plants food.

The **flowers** of the plant produce **fruit**. Inside the fruit are the **seeds**. The seeds produce new plants.
PLANT PARTS PIECES
PLANT FACTS
Circle the letter in the correct column for each statement.

1. Plants have three parts: the root, the stem, and carbon dioxide.  
   TRUE: H   FALSE: Y

2. Plants can live without water.  
   TRUE: I   FALSE: O

3. Roots hold a plant in the ground.  
   TRUE: U   FALSE: L

4. Plants and animals produce their own food.  
   TRUE: O   FALSE: H

5. Stems carry water from the roots to the leaves.  
   TRUE: A   FALSE: G

6. Food is made in the leaves of green plants.  
   TRUE: V   FALSE: F

7. All leaves look alike.  
   TRUE: R   FALSE: E

8. Green plants need sunlight.  
   TRUE: E   FALSE: C

9. All plants have chlorophyll.  
   TRUE: S   FALSE: A

10. Seeds store food.  
    TRUE: R   FALSE: S

11. Flowering plants produce fruit.  
    TRUE: S   FALSE: D

What do you have that a corn plant has?  
To find out, fill in the letters you circled above on the lines of the question numbers below.

2   3   4   5   6   7   8   9   10   11   !
PLANT PARTS REVIEW
Circle the correct answer.

1. A plant has roots which keep it
   a. in the ground
   b. living
   c. from getting cold

2. The main stem above the ground helps
   a. the bugs bring food
   b. the flowers bloom
   c. carry water throughout the plant

3. The secondary stems grow out from the main stem, and these stems have
   a. thistles
   b. flowers
   c. leaves

4. Green leaves make most of the plant’s
   a. chlorophyll
   b. food
   c. seeds

5. The flowers of the plant produce
   a. seeds
   b. fruit
   c. leaves

6. Roots and stems carry
   a. sunlight and sugar
   b. nutrients and water
   c. carbon dioxide and sugar

7. Photosynthesis takes place in the
   a. roots
   b. leaves
   c. stems
Plant Parts Answer Key

Parts of a Plant
1. Flowers
2. Fruit
3. Leaves
4. Petioles
5. Main Stem
6. Roots

Plant Facts
1. Y
2. O
3. U
4. H
5. A
6. V
7. E
8. E
9. A
10. R
11. S

You Have Ears!

Plant Parts Review
1. A
2. C
3. C
4. B
5. B
6. B
7. B
Lesson #6: How Does Your Garden Grow?
Grades K-4: Post-trip Lesson

WI State Learning Standards:
Subjects – Science, Art, Language Arts, Math
Speaking and Listening: 1.a, 2-4
Social Studies: E.4.1

Objectives:
Teacher:
• Acquaint students with a real plant and an artificial plant.
• Show the students the different parts of a real plant.

Students:
• Explain the difference between a real plant and an artificial plant.
• State what plants need to live and grow.
• Identify the different parts of a plant (roots, stem, leaves, seeds, fruit, flower).

Background:
Gardening is the cultivation of plants, usually in or near the home, as a hobby. Gardening is closely related to horticulture. Horticulture is the growth of fruits, vegetables, flowers, shrubs, grass, and trees. Plants are made up of roots, stems, and leaves. The roots of a plant help to anchor the plant in the soil. They also absorb water and minerals from the soil to provide the plant with nutrients to grow. Stems of plants are various shapes and sizes. Twigs, branches, and trunks are all stems of plants. Some stems grow partly underground, but most stems grow above ground. Stems support the leaves and flowers of plants so they can receive an adequate amount of sunlight. Leaves of plants have the very important job of providing food for the plant. The leaves need sunlight, which provides energy, to combine carbon dioxide, water, and minerals to make food for the plant. This process is called photosynthesis. Plants are very important to all living things. Plants provide us with oxygen to breathe, food to eat, and clothes to wear. Some plants also provide us with wood to build homes and many other things.

We get food from many different parts of the plant. Some plants such as carrots and sweet potatoes are actually the roots of the plant. Corn, soybeans, and wheat are seeds of the plant. These three types of seeds provide us with many types of foods and other products. We eat the leaves of plants when we eat lettuce and celery. Broccoli and cauliflower are actually the flower buds of plants. Then oranges, bananas, and apples are the fruits of certain plants.

Plants also provide us with clothing, wood, and medicine. Cotton plants provide us with cotton for many types of material products such as clothing, sheets, and curtains. Trees provide us with lumber so we can make paper, furniture, and most importantly, houses. Wood is also used in various parts of the world for people to burn so they have heat to cook food or to heat their home. Plants also provide us with quinine, digitalis, and cortisone medicines to help treat human diseases and conditions.
Materials:
- “My Plant Journal” worksheet
- *Jack’s Garden* by Henry Cole
- A live plant
- An artificial plant
- Seeds (soybeans, corn, radishes, or lettuce)
- Soil
- Plastic cups
- Water
- Sock
- Paper
- Glue
- Marker
- Paper Baking Cups
- Chalk/Chalkboard
- Egg Cartons
- Tape
- Microscope

Procedures:

**Activity 1: Reading Books**
2. Encourage students to read books about seeds and plants.
   Some suggestions for reading are:
   a. *From Seed to Plant* by Gail Gibbons
   b. *The Tiny Seed* by Eric Carle
   c. *The Reason for a Flower* by Ruth Heller
   d. *Anna’s Garden Songs* by Mary Steele
   e. *Jack and the Beanstalk* by Susan Pearson
   f. *How a Seed Grows* by Helene J. Jordan

**Activity 2: Are Seeds Living Things?**
1. Put some soil in a cup. Use clear plastic cups so students can see the roots growing.
2. Place seeds in the soil. Soybeans, corn, radishes, marigolds, and lettuce grow easily and quickly.
3. Label each cup.
4. Water the seeds. Do not overwater or underwater seeds.
5. Discuss what helps plants grow.
6. Have students complete the beginning of their journals and then record daily observations. Answer Key: My seeds need water, air, soil, and sunlight to grow.

**Activity 3: Stepping Into Seed Collecting**
1. Ask students to bring in adult socks that can be slipped over their shoes.
2. Take students for a walk through a field or weedy area. Seeds, burs, stickers, and weeds of all kinds will stick to the socks.
3. Back in the classroom, have students carefully remove the items they carried inside on their socks. If desired, have students place their collections in paper baking cups.
4. After discussing the types of seeds that were collected, ask students to brainstorm where their collections might have originally come from.
5. Then have each child glue or tape one seed onto a sheet of paper. Write and illustrate a story as if he/she were the seed.

**Activity 4: Taking a Closer Look**
1. In a safe location, display a microscope and a variety of seeds.
2. Ask students to bring in an assortment of seeds (egg cartons work well for storage).
3. Students can take a microscope look at the inside and outside of seeds.
Activity 5: A Plant Testing Affair

1. After familiarizing students with the parts of a plant, they will be ready to organize a plant snack. To begin, have students brainstorm food they eat that are plants.
2. Write the responses on the chalkboard.
3. Using colored chalk, circle the listed items to show different plant parts. For example, draw green circles around plant leaves (cabbage, lettuce, spinach), yellow circles around fruits and seeds (tomatoes, corn, oats, sunflowers, bananas, coconut), pink circles around stems (celery, asparagus, chives), and brown circles around roots (carrots, onions, potatoes, beets).
4. On the day of the snack, ask each student to bring a food sample of each plant part.
5. Arrange snacks on a long table and let the snacking begin. Encourage children to sample at least one food from each category.

Discussion Questions:
1. Do artificial plants move by themselves, need air, need food, or grow?
2. How do plants find food?
3. Do plants move about to find food?
4. What are some different plant parts?

Extensions:
1. Take students for a short walk to identify some living and nonliving things.
2. Make a terrarium for plants.
3. Visit a greenhouse.
4. Coordinate math and reading activities around the plant.
5. Invite a local gardener to visit your classroom. Contact your local Extension Office for suggestions.
6. Make seed pictures in art class.

Vocabulary: cultivation, horticulture, photosynthesis, carbon dioxide, artificial

Lesson Plan adapted from Illinois Agriculture in the Classroom.
Name: ______________________________________________________________________________

MY PLANT JOURNAL

To be used with: How Does Your Garden Grow?

I planted ________________________________ seeds.

My seeds need ______________________, ______________________,
__________________________, and ______________________ to grow.

This is what happens as I watch my plant grow. (Draw what you see happen.)
Vocabulary List

leaves - the part of the plant that gather light energy for photosynthesis, such as lettuce, cabbage

stem - the part that supplies support for the plant, such as asparagus, celery

sprout - a bud of a plant that is the beginning of a mature plant

roots - the part of the plant that gets nourishment from the soil and anchors the plant to the soil, such as carrots, radishes, parsnips and turnips

flower - the reproductive part of the plant that we eat, such as broccoli and cauliflower

fruit - a seed surrounded by a fleshy part that we eat, such as apples, cucumbers, tomatoes, squash

vegetables - are the leaves, stems and immature flowers of plants, such as cabbage, turnips, celery

tubers - underground swollen stems, such as potatoes

seeds - plant part we can eat or plant into the ground to grow more crops, such as corn, peas, oats

annual - a plant that usually germinates, flowers, and dies in a year or season

perennial - a plant which lives for more than two growing seasons

germination - to begin to sprout or grow

transplant - to replant or transfer from one place to another

petiole - the stalk by which the leaf is attached to the stem

carbon dioxide - plants breath in carbon dioxide and breath out oxygen

chlorophyll - is a green pigment found in almost all plants

nutrients - a substance that provides nourishment from growth

artificial - not real, fake, a plant that does not eat, breathe or grow

photosynthesis - process of combining carbon dioxide, water, minerals to make food for the plant

horticulture - is the industry and science of plant cultivation including the process of preparing soil for the planting of seeds, tubers, or cuttings

cultivation - preparation of the soil by mechanical agitation of various types, such as digging, stirring, and overturning
Books on Plants and Plant Parts

**Eating the Alphabet: Fruits and Vegetables from A to Z** by Lois Ehlert Best for ages 2-5  
Price: 0-15-224435-2  
In brilliant watercolor collages, Lois Ehlert introduces young readers to a wide variety of fruits and vegetables from A to Z. Clearly labeled and easy to identify, the collection includes favorites such as apples, bananas, potatoes and tomatoes - as well as some less common edibles like jalapeño peppers and radicchio. This book includes a glossary which offers useful an interesting information about each fruit and vegetable.

**Growing Colors** by Bruce McMillan Best for ages 2-5  
ISBN: 0-688-07844-4  
The wonderful photographs of this book are designed to help teach more about colors than plants but a skillful reader can use it to teach both.

**A Seed in Need** by Sam Godwin Best for ages 4-8  
ISBN: 1-4048-0920-1  
A first look at the plant cycle has never been so fun. In this book a colorful parade of inquisitive insects follow the progress of a sunflower seed in this first look at the life cycle of a sunflower. This book would be a great accompaniment for a lesson on planting seeds.

**Seeds Growl** by Angela Shelf Medearis Best for ages 3-6  
ISBN: 0-590-37974-7  
Basic plant germination and growth is described in rhyming poetry. This colorful book by Scholastic is designed for early readers. Without complex detail, germination, plant growth, flowering and pollination are identified. Activities in the back of the book are most suitable for first graders or children who have begun to read.

**Senses on the Farm** by Shelley Rotner Best for ages 3-6  
ISBN: 978-0-8225-8623-4  
Shelley Rotner’s vivid photographs help you see, hear, taste, smell and touch your way through a season on a working farm. Our only concern with this book was a picture of an out-dated tractor, besides that it is a fun read!

**Seed, Soil, Sun** by Cris Peterson Best for ages 4-8  
ISBN: 978-1-59078-713-7  
In this clearly written and beautifully photographed book, Peterson describes the seemingly miraculous process by which air and water combine with seed, soil, and sun to create nearly all the food we eat. Using the corn plant as an example, she takes the reader through the story of germination and growth of a tiny corn seed into a giant plant reaching high into the air with roots extending over six feet into the ground. The book also discusses the make-up of soil and the amazing creatures that live there from microscopic one-celled bacteria to moles, amoebas, and earthworms. Once again, Cris Peterson brings both wonder and clarity to the subject of agriculture, celebrating the cycle of growth, harvest, and renewal.
The Tiny Seed by Eric Carle Best for ages 4-7
ISBN: 0-88708-015-4
Eric Carle's fanciful collages give this fictional story plenty for young children to view. Intended more as a book to interest children in nature, the book does contain some factual information for young children.

Tops and Bottoms by Janet Stevens Best for ages 4-8
Unfortunately, it is virtually impossible to avoid anthropomorphization of animals in children’s fiction books. In spite of that fact, we are recommending this book because of the information it delivers. Bear and hare are involved in a gardening project. Hare, the book’s main character, tricks his lazy colleagues into sharing crops which only benefit the hard work of the hare. During the process children learn which foods grow above the ground and which grow below the ground, hence the title - tops and bottoms. This is a great book to introduce gardening topics.

The Yummy Alphabet Book: Herbs, Spices and Other Natural Flavors by Jerry Pallotta
Best for ages 4-8
In this subject-oriented alphabet book the light-hearted style of Pallotta is expressed through mysterious and informative watercolors and creative alphabetic spice suggestions for cooks of all ages. This book is imaginative in introducing spices and herbs from ginger and garlic to bearberry which can only be eaten by bears.

50 Words About Plants by David and Patricia Armentrout Best for ages 4-8
Rather than a text this book is more of an illustrated dictionary of plant terms. Well defined and accompanied by excellent photographs the words included are and excellent representation of words typical for plant production and scientific study. While very basic this is a good starting book to develop sound understandings of plants and science.

Growing Vegetable Soup by Lois Ehlert Best for ages 2-5
This colorful book is designed to capture the attention of young children and interest them in gardens. The bright (florescent) colors and shapes will capture the attention of most preschool children.

Plant Plumbing: A Book about Roots and Stems by Susan Blackaby Best for ages 7-9
While the illustrations of this book detract from its overall appeal, the content is excellent. The book’s focus on roots and stems is an unusual approach. The author explains the role of roots and stems, the two types of roots, stems found both above and below ground, function of their structures and how both help plants survive. It also includes a depiction of a seed germinating and some simple experiments. Included at the back of the book are a few Web sites and four additional books to read on the subjects.
**Plant Stems and Roots** by David M. Schwartz Best for ages 5-7  
ISBN: 0-8368-2581-0  
This early-reader book gives the basics about plant roots and stems without too much detail. The right-hand side of the page gives a clue (sometimes a strange one) as to what the reader will find when the page is turned.

**Taking Root** by Allan Fowler Best for ages 5-7  
ISBN: 0-516-27058-3  
This early-reader book begins to teach children about roots. Roots used for food are explored along with other root functions. The information is limited but appropriate for this age level.

**The Vegetable Alphabet Book** by Jerry Pallotta Best for ages 4-7  
ISBN: 0-88106-469-6  
A wonderful blend of facts and humor make learning about vegetable gardening fun and easy for children. The wonderful, accurate illustrations guide children through a variety of vegetables and terms from A to Z relating to vegetable gardening.

**Who Grew My Soup?** by Tom Darbyshire Best for ages 4-8  
ISBN: 978-1-4127-4544-4  
Who Grew My Soup? tells the story of young Phineas Quinn and his questions about the vegetable soup his mom serves for lunch. Phin declares he won’t slurp a single spoonful until he knows: Who grew my soup?” Much to Phin’s surprise, a man in a flying tomato balloon shows up to answer this stirring question. Join Phin and magical Mr. Mattoo as they fly from farm to farm, learning about amazing vegetables and the farmers who grow them. Who Grew My Soup? is an entertaining and educational 32-page hardcover book featuring the illustrations of award winning artist, caricaturist, and illustrator C. F. Payne. Mr. Payne’s work has appeared in Time magazine, Rolling Stone magazine, Sports Illustrated magazine, and National Geographic magazines and his portraits can be found in the Norman Rockwell Museum and the National Portrait Gallery.

*Recommended by the American Farm Bureau Foundation for Agriculture*