

# Let's Learn About Farmers: Connecting Kids with Farmers and Local Produce

Lesson Plan Adaptable for Grades K-6



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## Let's Learn About Farmers: Connecting Kids with Farmers and Local Produce

Lesson Plan adaptable for Grades K-4

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Using locally grown produce as part of a tasting or cooking class is a great way to present kids with key concepts about farming, local food, and grade-level appropriate life science ideas.

This lesson can be used in conjunction with a farmer visit to your classroom OR without a visiting farmer.

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### In Preparation for Class:

- Contact or visit your local farmers' market to connect with farmers.
- Invite a farmer to visit a class OR use the question cards in this lesson to gather information that you can share with your students.
- With permission, take a photo of the farmer(s) with their produce to share with your students.

### Materials in this Lesson Plan

- Key Life Science Ideas for Grades K-4
- Lesson options for discussion with or without a guest farmer
- Printable Question Cards
- Vocabulary Words
- Letter Writing Activity for Grades 2-3 and Grades 4-6  
**Note:** Grades 2-3 can be adapted for a K-1 group letter writing activity.

### Additional Classroom Supplies:

- Locally grown fruits or vegetables
- Tasting or Cooking Lesson Plan from [cookingwithkids.org](http://cookingwithkids.org)  
**Note:** See tasting or cooking lesson plan for lesson-specific supplies.

## Key Life Science Ideas: Grades K-4

### 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.

Lesson Option #1: A farmer is visiting your class.

1. Write the following on the board. Ask the guest 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 \_\_\_\_\_  
\_\_\_\_\_.

“Hoy nuestro visitante especial es \_\_\_\_\_  
(nombre de granjero/a)

de \_\_\_\_\_  
(nombre de la granja).

Un granjero es una persona que \_\_\_\_\_  
\_\_\_\_\_.

2. Invite the farmer to cook or complete the tasting lesson with the class.
3. Facilitate a discussion with the farmer (at the beginning of class OR after the hands-on activity): Hand out the question cards and direct the students to ask the questions in numerical order. Use vocabulary words to help define any unfamiliar terms.

Lesson Option #2: You are using local food, but a farmer is not visiting.

1. 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 \_\_\_\_\_  
 \_\_\_\_\_.”

“Hoy vamos a utilizar \_\_\_\_\_  
 (nombre del cultivo)  
 que se cultivó en \_\_\_\_\_  
 (nombre de la granja)  
 por el granjero/la granjera \_\_\_\_\_.  
 (nombre de granjero/a)  
 Un granjero es una persona que \_\_\_\_\_  
 \_\_\_\_\_.”

2. Use a map to locate where students live and where the farm is located.
3. Direct students to write a letter to the farmer using the Letter Writing activity page. Use the question cards as prompts.

1. Where is your farm?

4. What is happening at the farm right now?

2. What do you grow on your farm?

5. What is your favorite fruit or vegetable?

3. How did you learn how to farm?

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?

4. ¿Qué pasa en la granja ahora mismo?

1. ¿Dónde está su granja?

5. ¿Cuál es su verdura o fruta favorita?

2. ¿Qué cultiva usted en su granja?

6. ¿Dónde vende usted sus cultivos?

3. ¿Cómo aprendió a cultivar?

7. ¿Vende usted sus cultivos a nuestra escuela?

*Si contesta que sí, pregúntale:*

¿cuáles cultivos vende a nuestra escuela?

# Vocabulary Words

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**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.



# Palabras de vocabulario

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**cultivo:** una planta o producto vegetal cultivada por granjeros.

**cultivar:** preparar y utilizar tierra para el crecimiento de plantas; cuidar y hacer crecer.

**granjero:** una persona que maneja una granja. Una granja es una pieza de tierra que se usa para cultivar plantas o criar animales.

**mercado agrícola:** un lugar donde los granjeros venden sus cultivos.

**fertilizar:** agregar químicas o una sustancia natural (por ejemplo el abono) para hacer que la tierra sea más fértil y capaz de apoyar el crecimiento vegetal.

**cosechar:** recoger o juntar un cultivo. La palabra *cosecha* significa la cantidad de cultivos que se recoge.

**irrigar:** proveer agua a la tierra por modos artificiales (como los tubos).

**pesticida:** una química que se usa para matar a los insectos que dañan las plantas o los cultivos.

**plantar:** poner (una semilla, una flor, o una planta) en la tierra para dejarla crecer.

**productos agrícolas:** las frutas y verduras frescas.

**podar:** quitar algunas ramas de un árbol o arbusto para ayudarle a crecer o verse mejor.

**de temporada:** que se ocurre durante una cierta época del año.

**sembrar:** plantar semillas en un área de la tierra.

**transplantar:** sacar una planta de la tierra o de una maceta y moverla a otro lugar.



## Write a Letter

- Write a letter to a farmer who grows food near where you live. What would you like to tell him or her about yourself? What would you like to know about him or her or about the life of a farmer?

Date: \_\_\_\_\_

Dear \_\_\_\_\_

My name is \_\_\_\_\_. I live in \_\_\_\_\_  
\_\_\_\_\_. I am \_\_\_\_\_ years old.

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Sincerely,

\_\_\_\_\_

(your signature)

## Cómo escribir una carta

Saber cómo escribir una carta es muy importante. Una carta es un tipo de composición que tiene partes específicas: el saludo, el cuerpo de la carta, el cierre y la firma. En el primer párrafo, preséntese y cuénteles algunas cosas sobre usted. En el segundo párrafo, podría hacerle algunas preguntas a la otra persona. El tercer párrafo podría expresar su interés en que la persona le responda y decirle la mejor manera de contactarlo.

- Utilice el modelo que sigue para escribir una borrador de una carta a un granjero que cultiva cerca de dónde vive usted. ¿Qué quisiera saber sobre él o ella o sobre la vida de un granjero?

Fecha: \_\_\_\_\_

Saludo: \_\_\_\_\_

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Atentamente,

\_\_\_\_\_  
(su firma)

# Letter Writing

Letter writing is an important skill. A letter is a form of writing that has specific parts; salutation, body, closing, and signature. In the first paragraph, introduce and tell about yourself. The second paragraph might ask questions about the other person. The third paragraph might express your interest in hearing back from the person and tell them the best way to contact you.

- Use the form below to write a rough draft of a letter to a farmer who grows food near where you live. What would you like to know about him or her or about the life of a farmer?

Date: \_\_\_\_\_

Dear \_\_\_\_\_

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Sincerely,

\_\_\_\_\_  
 (your signature)