

FARMERS MARKET

CREATE-AND-PLAY Activity BOOK

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EDUCATOR'S GUIDE

Includes Common Core Standards

YEAR-ROUND LEARNING FOR
Preschool-Grade 3; Ages 4-8



Overview

From growing a garden to setting up a farmstand, *Farmers Market Create-and-Play Activity Book* provides a comprehensive way of helping your students learn about healthy foods. Within the book are punch-out fruits and veggies, stickers, play money, and more to support pretend play as farmers and farm market customers. This educator's guide is designed to facilitate whole-group activities in four or five sessions.

Objectives

- Identify fruits and vegetables.
- Understand how vegetables grow.
- Make healthy food choices.
- Practice adding and subtracting.
- Build awareness of contributions to community.
- Role-play cash transactions and practice politeness.

A Note about Common Core

This guide is aligned with the Common Core Curriculum according to the standards for Grade 1. If you are using this book with another grade level, you can easily find the coordinating standards for your grade level at corestandards.org.

\$14.95

ISBN 978-1-61212-650-0



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Pre-Reading Activity

Optional materials

- age-appropriate books on farming, gardening, and nutrition
- magazines with photos of fruit and vegetables and farm animals, tools, barns, or other farm-related images
- scissors
- glue or glue sticks

Write *Things You See on a Farm* on the board or a large sheet of paper. Encourage children to call out items they think they would see if they were to visit a farm. For younger children, it may be necessary to prompt them by writing categories such as *Fruits, Vegetables, People,*

Animals, Tools, Buildings, and so on. Write their responses on the board. Ask if any of them have ever visited a farm and elicit responses. Show them the cover of *Farmers Market Create-and-Play Activity Book* and explain that you are going to be talking about fresh, healthy food and where it comes from.

If you have brought in other books or magazines, allow the children to look through them and identify more things they would see on a farm. As time allows, have them cut out related magazine photos and make a collage of farm items. This can be done individually or in small groups. Display their collages throughout the classroom.

CCSS.ELA-LITERACY.RI.1.2: Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.7: Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.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.



ACTIVITY 1

FABULOUS FRUITS & VEGGIES



Materials

- a variety of fresh fruits and vegetables
- paper bag
- scarf or bandanna for blindfolding
- punch-out vegetables and fruits from pages 33–40 of *Farmers Market Create-and-Play Activity Book*
- 1 coloring page for each child, preschool-grade 1
- crayons, colored pencils, or markers
- materials for making felt fruits and vegetables, grades 2–3; see “What You Need” on page 30
- 1 Plant Parts Match-Up worksheet for each child
- 1 Eat a Rainbow! worksheet for each child

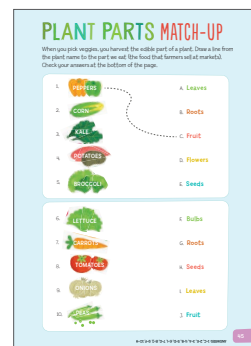
Ask the children to recall some of the fruits and vegetables they listed for the pre-reading activity. Elicit as many names as possible.

Hide the fresh fruits and vegetables you brought to class where the children can't see them. Take one item and place it in the paper bag. Have a volunteer come to the front, put on a blindfold, and reach into the bag. The child should try to guess what the item is without looking. Give each

child three guesses. When the child guesses correctly or offers the third incorrect response, take the item out of the bag and identify it for the class.

Hold up the punch-out fruits and vegetables from the book and have the class identify each one. Describe any of the foods they aren't familiar with and write the names on the board. Discuss the differences between fruits and vegetables (a fruit is the part of a plant that has seeds, and a vegetable is all other plant parts — leaves, stems, and roots). Have them complete the Plant Parts Match-Up worksheet (page 11) to reinforce their understanding of plants.

(Note: The answer key is at the bottom of the worksheet on page 45 of the book.)



Direct children's attention to the Eat a Rainbow! worksheet (page 12). Have them check off foods they have tasted. Cut up some of the fruits and vegetables you brought to class and allow students to taste them. Have them check off any new items they just tasted on their worksheets. Encourage students to circle their favorites so they can talk to their families about foods they enjoyed. You may also have them bring in fresh fruits and vegetables from home so they can share their favorites with the class.





Option 1 (Preschool-Grade 1)

Mix up the punch-outs and spread them out on a desk or table. Write these categories on the board or a large sheet of paper: *Red, Orange, Yellow, Green, Blue/Purple, Tan/White*. One at a time, children should choose one punch-out, come to the board, and place it in the proper category. Correct any mistakes as necessary. Explain that some foods come in different colors and that they may have seen a color besides the one in the punch-out; for example, pears can be green or yellow, potatoes can be tan or red, and grapes can be green or purple.

Pass out the coloring pages (pages 13-14) and have children color the fruits and vegetables. Monitor to ensure they are selecting the proper colors. Display their artwork around the classroom.

Option 2 (Grades 2-3)

Mix up the punch-outs and hand one to each child. Write these categories on the board or a large sheet of paper: *Foods I Have Tried/Foods I Have Not Tried*. One at a time, children should

choose one punch-out, come to the board, and place it in the proper category. Encourage them to discuss how the food was prepared and whether they liked it.

Direct children's attention to pages 30-32 of the book. Tell them that they will be using the punch-outs to make fruits and vegetables. Pass out the punch-outs, making sure they have a good variety of different colors and shapes. Model tracing one of the items, stuffing it, and sticking the sides together before allowing children to try the project on their own. You may want to allow each child to create more than one item so the class will have plenty of produce to play with in later activities.



CCSS.ELA-Literacy.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.



ACTIVITY 2

LET'S GET GROWING



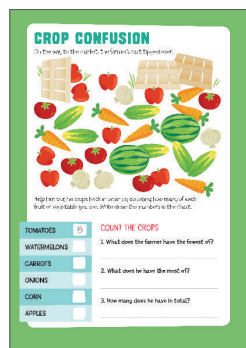
Materials

- 1 Crop Confusion worksheet for each child
- (Option 1) materials for planting seeds; see “Start Seeds!” on page 29 of the book (*Note:* Beans, sunflowers, kale, and chard seeds are easy to handle and grow well indoors in any season.)
- (Option 2) materials for creating a pretend garden; see “Make a Play Garden” on pages 21–22 of the book, including the following:
 - punch-out tools and watering can from book page 23
 - storage bin, shoebox, basin, or window box
 - sunflower seeds or black beans to fill the container
 - small pieces of colored paper rolled into balls
 - small kraft coin envelopes
 - 20 craft sticks
 - garden markers on book page 27

Ask children if any of them have grown plants at home or visited places where plants are growing. Have them tell the class what was growing and how it looked, encouraging them to use describing words for colors, shapes, sizes, and so on.

Distribute the Crop Confusion worksheet (page 15). Ask children to count the fruits and vegetables in the illustration and answer the prompts in the worksheet. This can be done individually or as a class.

(*Note:* The answer key is at the bottom of the worksheet on page 44 of the book.)



CCSS.MATH.CONTENT.1.NBTA.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

CCSS.MATH.CONTENT.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Option 1 (Real Garden)

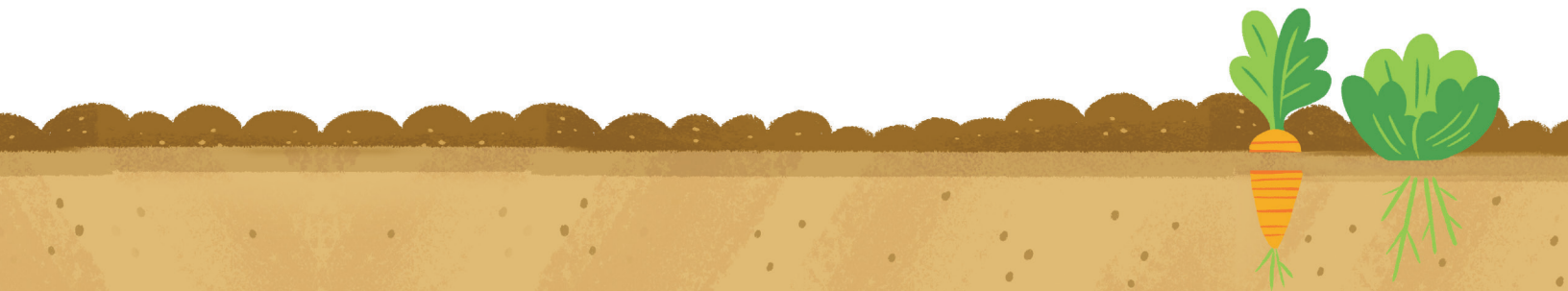
Direct children's attention to the gardening materials you have brought in. Explain what each item is and tell them you are going to be starting your own classroom garden. Show them page 29 of the book and have volunteers read aloud what they will be doing. Be sure they understand how long each plant will take to grow and what it will look like when it is ready to harvest. Then have them fill a pot with soil, plant a seed, and water it. You may also have them create garden markers using the instructions on page 26. Supply multiple copies of the marker for the seeds they are planting.

Take a few moments each week to monitor the seeds' growth. (This is a good opportunity to review their knowledge of days, weeks, and months, as well as units of measure.) Have children place a ruler at soil level and measure to the top of the plant. Record the average rate of growth for the class and display the results, or show children how to create a chart to keep track on their own.

As the plants grow, you may need to transplant them to bigger pots or an outdoor garden, or send them home with children. At the end of the project, have older children write a report about their experience describing what they planted and how the plants grew. Younger children can draw the stages of growth every few days in a small journal made from blank paper that has been folded and stapled.

Option 2 (Pretend Garden)

Direct children's attention to the pretend gardening materials you have brought in. Explain what each item is and tell them you are going to be planting a pretend garden. Show them page 22 of the book and have volunteers read aloud what they will be doing. Be sure they understand how long real plants take to grow and what they look like when they are fully grown. Have them create garden markers using the instructions on page 26. Then allow them to play at digging in the "soil," planting the "seeds," raking the "dirt," and watering their "plants." Explain that in real life, this is how farmers grow the vegetables we eat.



CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



ACTIVITY 3

LET'S PLAY STORE

Materials

- clean, recycled containers, including boxes, milk cartons, plastic jars, and egg cartons
- fruits and vegetables (punch-out, felt, or real) from Activity 1
- construction paper in various colors
- farmers market specials price list (pages 63–64 of the book) and price labels (pages 65–66 of the book)
- 1 farmers market shopping list for each child
- play money (pages 73–76 of the book)
- 1 Market Math worksheet for each child

Bring in a variety of containers for children to use or ask families to send in clean containers. Tell the children that you will be setting up a farmers market in the classroom. Ask if any of them have been to a farmers market before. Draw a Venn diagram on the board, labeling one side *Farmers Market* and the other side *Grocery Store*. Discuss the differences and similarities between the two and write in children's responses.

Have the children use the stickers on page 47 of the book to label their farm items, and show them how to line the clear containers with colored construction

paper. The activity will be more fun for children if there are plenty of pretend food items to play with, so you may need to create more stickers using labels with food names written in. As children work, talk about the items they are labeling and where they came from. Ask children to recall what steps a farmer takes to grow things like cucumbers for dill pickles and tomatoes for salsa.

Depending on the size of your classroom and the amount of time you have for this project, you may wish to devote a corner of the classroom to the farmers market for a few days. Refer to the book for additional ideas for making paper flowers to sell (pages 50–53), setting up a produce stand (pages 54–66), and making a cash register (pages 68–76). If time and space are limited, you may choose to do this activity with just the food items, two or three desks lined up, price lists, play money, and a calculator.

Show the children the price list and labels. Ask them how much they think each item from the farmers market costs. You might get some interesting answers! Guide them to write in a reasonable price in whole numbers. Then show them the play money and distribute it at random. Be sure to leave some at the farmers market table so the “farmer” can make change. Give each student a shopping list and tell them they are going to be shopping

for food at a farmers market. Ask them to check the box next to the items they would like to buy. Move to the farmers market area and model being a customer: *This week, I need to buy some carrots and broccoli. Let's see . . . the carrots are two dollars (write in \$2 on the shopping list), and the broccoli is three dollars (write in \$3 on the shopping list). Two plus three equals five, so I'll need five dollars. I have seven dollars. Is that enough? Yes, it is! Seven minus five equals two. If I spend five dollars on carrots and broccoli, I'll have two dollars left over. Oh, those berries cost two dollars. Yum! I'll buy those for dessert.*

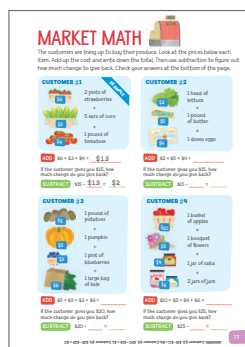
Then tell the children you are going to pretend to be the farmer. Choose one child to be a customer. Have the child come to the farmers market area and use the shopping list and play money to buy some items. Help the child add up the total and determine if there is enough money to buy everything that has been checked on the list. Model counting money and giving change.

Have a few children pretend to be farmers and the rest customers. Allow

them to play, monitoring to ensure they are adding and subtracting correctly. Encourage them to choose a good variety of fresh foods and to ask each other questions. Remind them to be polite and use their manners. Each child should have a chance to play both farmer and customer.

At the end of the activity, give each child a Market Math worksheet (page 16). Ask students to solve the math problems. If you wish, allow them to use the play money to help solve the problems.

(Note: The answer key is at the bottom of the worksheet on page 77 of the book.)

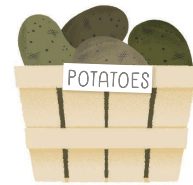


Illustrations by Alyssa Nassner



ACTIVITY 4

FARMERS MARKET FIELD TRIP



Materials

- 1 Farmers Market Shopping List for each child (optional)
- 1 Farmers Market Scavenger Hunt worksheet for each child

Plan a class field trip for children to visit a real place where people are selling fresh produce. Ideally this should be a farm or farmers market, but it could also be a local food co-op, a bodega, a produce stand, or a grocery store. You may choose to give each child a Farmers Market Shopping List (page 17) to write in actual prices of real food. Give each child a Farmers Market Scavenger Hunt worksheet (page 18) and have them check off the items they see on the field trip.

(*Note:* If an actual field trip isn't possible, invite a local farmer or store manager to come to the classroom and talk about what they do. Use the






foods the children have been playing with in the farmers market area and add a few new “mystery” fruits and vegetables. Find out current prices in local grocery stores for the produce on display. You may set up the farmers market in another room in your school or a different part of your classroom for variety.)





Ask them to identify the foods they've learned about and try to find others they aren't familiar with. Invite the farmer or store manager to talk to the children about where and how they get the food to sell. Guide children to share their knowledge of how food is grown and how farm markets operate.

After the field trip, have students share their favorite moments from the trip with the class. Encourage students to recall which were the most common foods, which were hard to find, and which looked different than they expected.

PLANT PARTS MATCH-UP

When you pick veggies, you harvest the edible part of a plant. Draw a line from the plant name to the part we eat (the food that farmers sell at markets).

- | | | |
|----|---|------------|
| 1. |  PEPPERS | A. Leaves |
| 2. |  CORN | B. Roots |
| 3. |  KALE | C. Fruit |
| 4. |  POTATOES | D. Flowers |
| 5. |  BROCCOLI | E. Seeds |

- | | | |
|-----|--|-----------|
| 6. |  LETTUCE | F. Bulbs |
| 7. |  CARROTS | G. Roots |
| 8. |  TOMATOES | H. Seeds |
| 9. |  ONIONS | I. Leaves |
| 10. |  PEAS | J. Fruit |

✓ Check off each one you've tasted!

RED

- Tomatoes
- Red-skinned potatoes
- Raspberries
- Strawberries
- Apples
- Cherries

ORANGE

- Carrots
- Peaches
- Pumpkins
- Yams

YELLOW

- Corn
- Summer squash
- Yellow peppers

GREEN

- Broccoli
- Lettuce
- Pears
- Peas
- Green peppers
- Cucumbers
- Green beans
- Kale

BLUE/PURPLE

- Blueberries
- Eggplant
- Grapes
- Beets

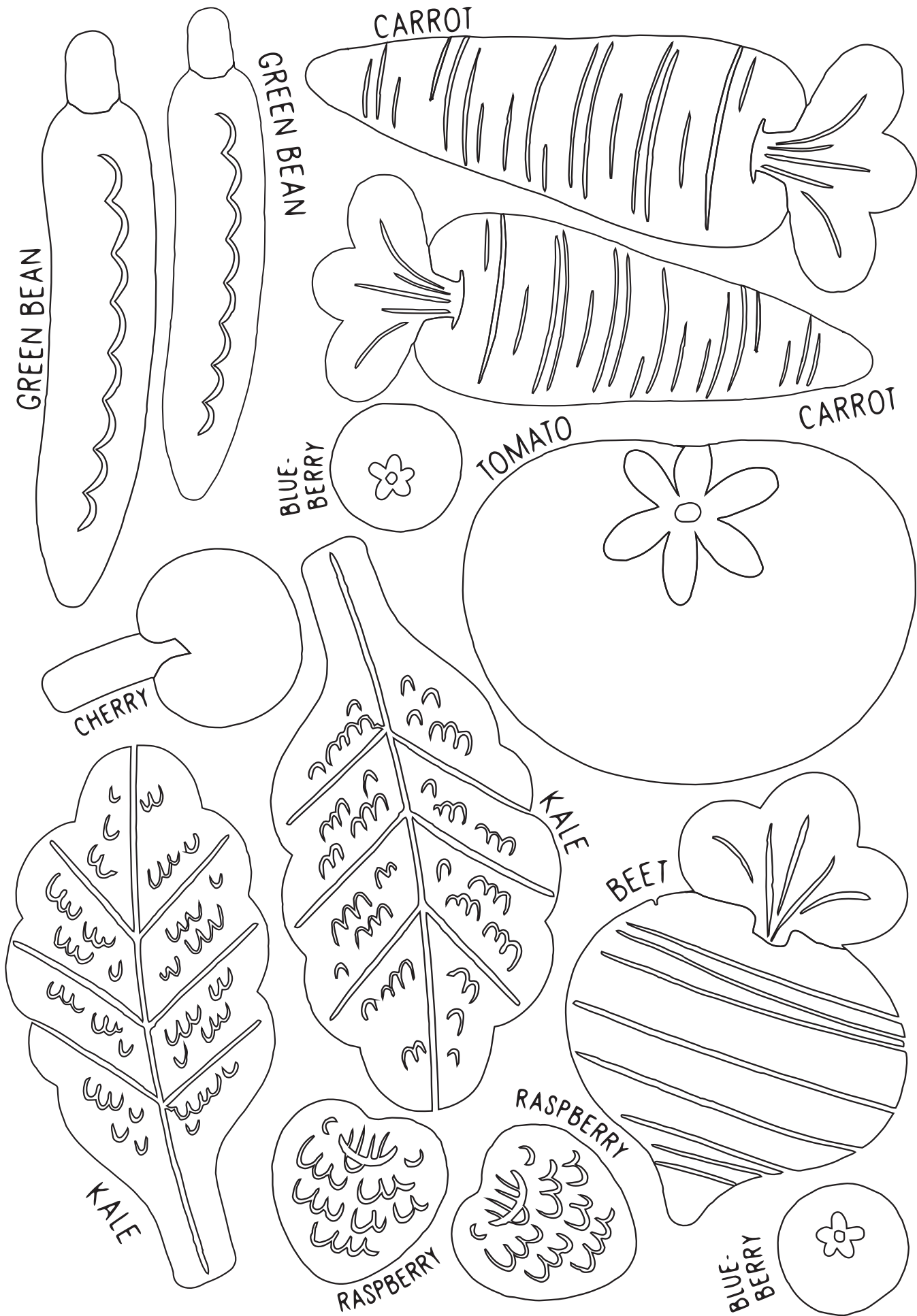
TAN/WHITE

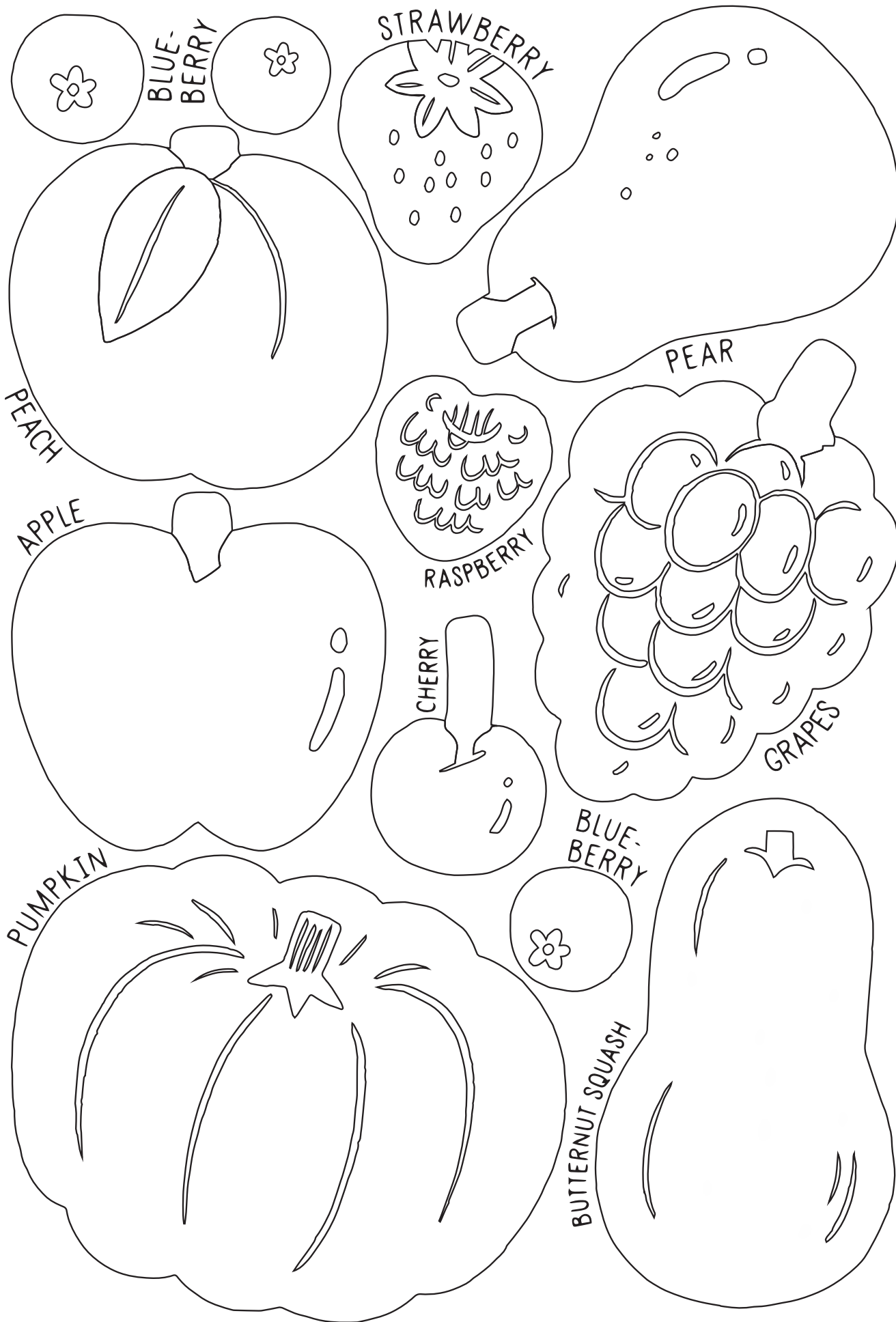
- Mushrooms
- Garlic
- Butternut squash
- Potatoes
- Onions

EAT A RAINBOW!

When you go to a farmers market, buy and eat as many colorful fruits and veggies as you can. Each color provides different vitamins and nutrients that help your eyes, hair, skin, and body grow strong! **How many colors have you tried?** Look at this list of fruits and veggies.







CROP CONFUSION

On the way to the market, the farmer's cart tipped over!



Help him put his crops back in order by counting how many of each fruit or vegetable you see. Write down the numbers in the chart.

TOMATOES

5

WATERMELONS

CARROTS

ONIONS

CORN

APPLES

COUNT THE CROPS

1. What does the farmer have the fewest of?

2. What does he have the most of?

3. How many does he have in total?

MARKET MATH



The customers are lining up to buy their produce. Look at the prices below each item. Add up the cost and write down the total. Then use subtraction to figure out how much change to give back.

CUSTOMER #1



2 pints of strawberries
+
5 ears of corn
+
1 pound of tomatoes

EXAMPLE

ADD $\$6 + \$3 + \$4 = \underline{\$13}$

If the customer gives you \$15, how much change do you give back?

SUBTRACT $\$15 - \underline{\$13} = \underline{\$2}$

CUSTOMER #2



1 head of lettuce
+
1 pound of butter
+
1 dozen eggs

ADD $\$2 + \$5 + \$4 = \underline{\hspace{2cm}}$

If the customer gives you \$15, how much change do you give back?

SUBTRACT $\$15 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

CUSTOMER #3



1 pound of potatoes
+
1 pumpkin
+
1 pint of blueberries
+
1 large bag of kale

ADD $\$5 + \$5 + \$3 + \$6 = \underline{\hspace{2cm}}$

If the customer gives you \$20, how much change do you give back?

SUBTRACT $\$20 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

CUSTOMER #4

















1 bushel of apples
+
1 bouquet of flowers
+
1 jar of salsa
+
2 jars of jam

ADD $\$10 + \$5 + \$4 + \$6 = \underline{\hspace{2cm}}$











If the customer gives you \$25, how much change do you give back?

SUBTRACT $\$25 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$


















FARMERS MARKET SHOPPING LIST

<input type="checkbox"/>		BERRIES	\$ ____
<input type="checkbox"/>		APPLES	\$ ____
<input type="checkbox"/>		KALE	\$ ____
<input type="checkbox"/>		LETTUCE	\$ ____
<input type="checkbox"/>		BEANS	\$ ____
<input type="checkbox"/>		CARROTS	\$ ____
<input type="checkbox"/>		BEETS	\$ ____
<input type="checkbox"/>		CHERRIES	\$ ____
<input type="checkbox"/>		TOMATOES	\$ ____
<input type="checkbox"/>		PEPPERS	\$ ____
<input type="checkbox"/>		POTATOES	\$ ____
<input type="checkbox"/>		CORN	\$ ____
<input type="checkbox"/>		BROCCOLI	\$ ____
<input type="checkbox"/>		SQUASH	\$ ____
<input type="checkbox"/>		EGGPLANT	\$ ____
<input type="checkbox"/>		MUSHROOMS	\$ ____
<input type="checkbox"/>		GARLIC	\$ ____
<input type="checkbox"/>		SQUASH	\$ ____
			TOTAL \$ ____



















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<input type="checkbox"/>		CARROTS	\$ ____
<input type="checkbox"/>		BEETS	\$ ____
<input type="checkbox"/>		CHERRIES	\$ ____
<input type="checkbox"/>		TOMATOES	\$ ____
<input type="checkbox"/>		PEPPERS	\$ ____
<input type="checkbox"/>		POTATOES	\$ ____
<input type="checkbox"/>		CORN	\$ ____
<input type="checkbox"/>		BROCCOLI	\$ ____
<input type="checkbox"/>		SQUASH	\$ ____
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<input type="checkbox"/>		PEPPERS	\$ ____
<input type="checkbox"/>		POTATOES	\$ ____
<input type="checkbox"/>		CORN	\$ ____
<input type="checkbox"/>		BROCCOLI	\$ ____
<input type="checkbox"/>		SQUASH	\$ ____
<input type="checkbox"/>		EGGPLANT	\$ ____
<input type="checkbox"/>		MUSHROOMS	\$ ____
<input type="checkbox"/>		GARLIC	\$ ____
<input type="checkbox"/>		SQUASH	\$ ____
			TOTAL \$ ____

FARMERS MARKET SCAVENGER HUNT



Hunt for yummy treasures on this scavenger hunt list! Check the box next to each item you find.

A **BREAKFAST** ingredient

2 different **RED** fruits

A food that grows **UNDERGROUND**

A food with **LEAVES YOU CAN EAT**

A food that grows on a **TREE**

A **FRUIT** you've never tried

A food that grows on a **VINE**

A **VEGGIE** you've never tried

The **BIGGEST** veggie

A **DINNER** ingredient

The **TINIEST** veggie

A **DESSERT** ingredient

JAM or **HONEY**

A tasty **BAKED GOOD**

A **TASTING SAMPLE**

A **FUNNY SHAPED** fruit or veggie

5 **GREEN** foods

A food with **SEEDS YOU CAN EAT**