

OSU EXTENSION SERVICE

Klamath Basin Research & Extension

Grow It, Cook It, Like It

Farm to School and Nutrition Education Program



Oregon State
University

Getting to Know You

Q: What is your favorite food to grow?

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My favorite plant to grow is tomatoes! They taste like summer- sweet and warm! I love all vegetables, especially if I can grow them myself.

Here's a picture of me at the Extension Office. I'm holding a baby goat!



Growing Plants

Today we're going to learn more about "growing plants"

Q: What seeds can we eat?

There are many different seeds we can eat!
Some of the most popular are sunflower seeds,
pumpkin seeds, grains, and fruit seeds. What
are your favorite seeds to eat?



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Q: What do you think a plant needs in order to grow?

Here are a few words we're going to use in this lesson:

- Leaf
- Fertilizer
- Stem



Q: What are we going to do?

We are going to plant pea seeds in clamshells!

Q: What tools will we need?

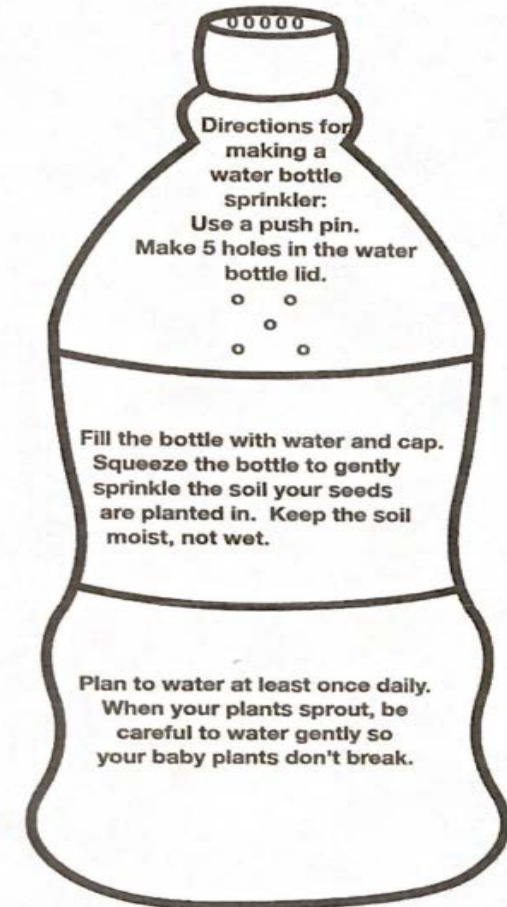
- 1 tray with holes
- Soil
- Pea seed
- Water bottle sprinkler
- Scissors



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Water Bottle Sprinkler

- When watering your plants, add just enough to get the soil wet, not soaked.



Planting Pea Seeds in Clamshells

- <https://www.gardeningknowhow.com/edible/vegetables/peas/grow-peas-in-containers.htm>

Planting pea seeds in clamshells is a fun and easy way to create your own small greenhouse!



Q: What did you learn?



Vocabulary:

Leaf- Green, flat parts of a plant that grow from the stem or branch.

Leaves produce food by photosynthesis.

Fertilizer- A mixture such as manure that can be added to soil to make it more fertile, which helps plants grow!

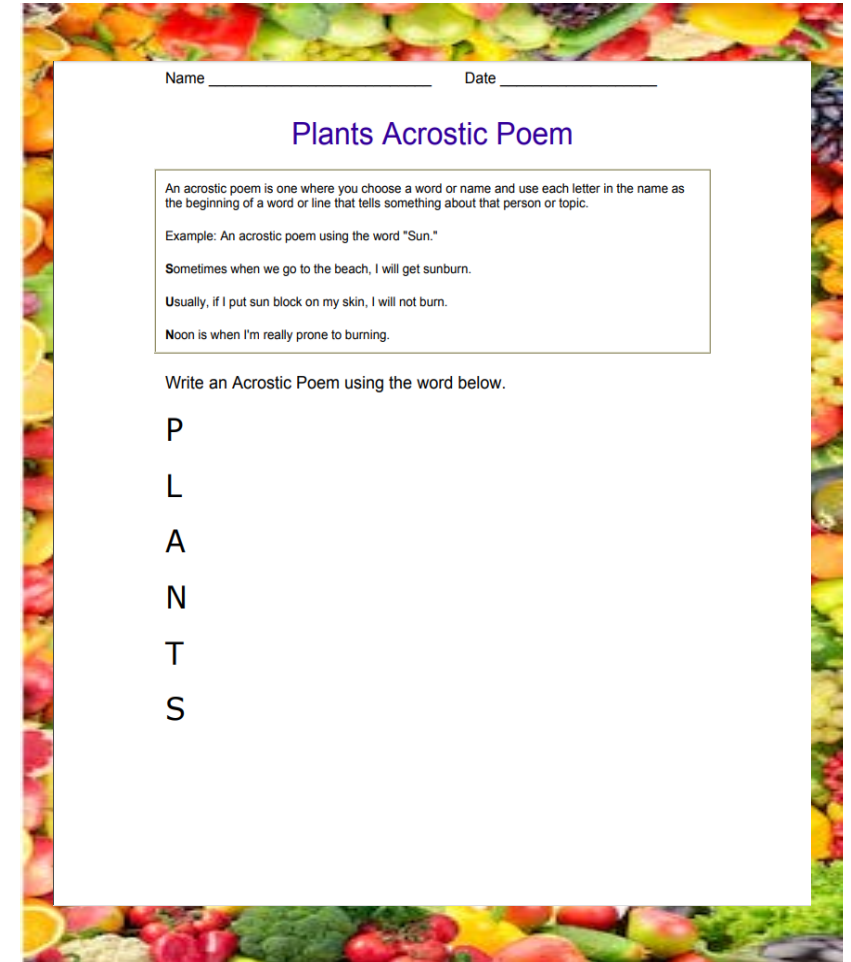
Stem- The main structure of a plant, like a human's bones! It is above ground, and branches, leaves, flowers, or fruits may grow from it.

Evaluation

Write an acrostic poem using the word
PLANT!

<https://www.it.iitb.ac.in/~vijaya/ssrvvm/worksheetscd/getWorksheets.com/Science/plantsdoc.pdf>

- When writing your poem, try to use the vocabulary words from this week and last weeks lesson
- With your parents help, share a picture of your results by emailing it to <mailto:patty.case@oregonstate.edu>

A worksheet titled "Plants Acrostic Poem" with a decorative border of various fruits and vegetables. At the top, there are lines for "Name" and "Date". The title "Plants Acrostic Poem" is centered. Below the title, a text box explains: "An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic." It provides an example: "Example: An acrostic poem using the word 'Sun.'
Sometimes when we go to the beach, I will get sunburn.
Usually, if I put sun block on my skin, I will not burn.
Noon is when I'm really prone to burning." Below the text box, it says "Write an Acrostic Poem using the word below." and lists the letters P, L, A, N, T, S vertically.

Name _____ Date _____

Plants Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "Sun."
Sometimes when we go to the beach, I will get sunburn.
Usually, if I put sun block on my skin, I will not burn.
Noon is when I'm really prone to burning.

Write an Acrostic Poem using the word below.

P
L
A
N
T
S



Thank you! What's Next?



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References, Learning Objectives & Science Standards

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Overall Program Learning Objectives:

1. Label the life cycle of plants/animals and describe the role humans have
2. Safely prepare a recipe with ingredients from food grown in Oregon
3. Describe what a plant needs to grow and how humans can assist
4. Identify where and how food is grown in Klamath/Oregon
5. Identify an Oregon grown food and taste it.

NGSS Standards Used in Garden Education 3rd Grade:

[3-LS1-1 From molecules to Organisms: Structures and Processes](#)

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

[3-LS3-1 Heredity: Inheritance and Variation of Traits](#)

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

[3-LS4-3 Biological Evolution: Unity and Diversity](#)

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

[3-LS4-4 Biological Evolution: Unity and Diversity](#)

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

[3-ESS2-1 Earth's Systems](#)

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Engineering Design 3-5

[3-5-ETS1-1 Engineering Design](#)

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

[3-5-ETS1-2 Engineering Design](#)

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

[3-5-ETS1-3 Engineering Design](#)

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.