Letter Home

Dear: ________________________________

This week the title of the newspaper was ___________________________ . I learned about ___________________________.

places called ___________________________. I had fun making a new recipe called ___________________________.

I learned four new words: ___________________________, ___________________________, ___________________________, ___________________________.

My favorite part of the paper was the ___________________________.

From, ___________________________

May 11, 2020
Dear ____________________________,

This week the title of the newspaper was ____________________________.

The things in the news were ____________________________.

I learned about places called ____________________________.

We made ____________________________.

I learned four new words: ____________________________,

__________________________,

__________________________

and ____________________________.

My favorite part of the paper was ____________________________

because ____________________________.

From, ____________________________

May 11, 2020
Color and Label

1. Color the pictures.
2. Place the labels in the spaces above the correct pictures.

Name:_____________________

[Images of carrot seeds, a carrot, and a plant]

Labels: carrot, plant, seeds

May 11, 2020
Matching

Choose the matching symbol in each row.
Vocabulary Words and Definitions

Read, practice and post these words on classroom word walls.

Growing Food at Home

**grow**
To become bigger over time

**home**
Where someone lives

**spring**
The season after winter and before summer

**garden**
An area of land where someone grows plants
Word Definitions

Match each picture/word card to its definition.

To become bigger over time

An area of land where someone grows plants

Where someone lives

The season after winter and before summer

grow  home  spring  garden
Write your own definitions for the words.

grow

home

spring

garden

May 11, 2020
Read each sentence. Do what each sentence says.

1. Color the first plant brown.
2. Color the third pot blue.
3. Color the second plant green.
4. Color the first pot orange.
5. Draw a purple square around the last plant.
6. Draw a red flower in the second pot.

Practice drawing here.
Look, Read and Think

Place an "X" in the box next to the sentence that describes the picture.

A girl holds vegetables.
A girl plants seeds.
A girl waters plants.

A girl plants seeds.
A girl waters plants.
A girl holds vegetables.

A girl waters plants.
A girl holds vegetables.
A girl plants seeds.
Counting Syllables

Say each word. Count the syllables. Place the number in each box.

- carrot
  ![Carrot with 2 syllables](image)
  - ripe
  ![Ripe with 2 syllables](image)
- garden
  ![Garden with 2 syllables](image)
  - fruit
  ![Fruit with 2 syllables](image)
- grow
  ![Grow with 2 syllables](image)
  - spinach
  ![Spinach with 2 syllables](image)
- recipe
  ![Recipe with 2 syllables](image)
  - watermelon
  ![Watermelon with 2 syllables](image)
# Beginning Sound

1. Say the name of each picture.
2. Circle the letter or letters in each row that make the same beginning sounds.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cup and Spoon" /></td>
<td><img src="image2" alt="Letter R" /></td>
<td><img src="image3" alt="Letter S" /></td>
</tr>
<tr>
<td><img src="image4" alt="Sandwich" /></td>
<td><img src="image5" alt="Letter R" /></td>
<td><img src="image6" alt="Letter S" /></td>
</tr>
<tr>
<td><img src="image7" alt="Banana" /></td>
<td><img src="image8" alt="Letter R" /></td>
<td><img src="image9" alt="Letter S" /></td>
</tr>
<tr>
<td><img src="image10" alt="Beans and Seeds" /></td>
<td><img src="image11" alt="Letter R" /></td>
<td><img src="image12" alt="Letter S" /></td>
</tr>
<tr>
<td><img src="image13" alt="Raspberry" /></td>
<td><img src="image14" alt="Letter R" /></td>
<td><img src="image15" alt="Letter S" /></td>
</tr>
</tbody>
</table>

Key: seeds, raspberry, sandwich, ripe, soup
Word Beginnings

1. Say the name of each picture.
2. Put the letter or letters of the beginning sound in each box.

Key: pour, seeds, pot, windowsill, sandwich, porch, watermelon, soup, pie
Word Sort: Beginning Sound

Name: ___________________

1. Cut out the words/pictures. Glue the top section of the page to construction paper.
2. Sort the words that begin with /p/ and the words that begin with /w/.

<table>
<thead>
<tr>
<th>Begins with p</th>
<th>Begins with w</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie</td>
<td>Window</td>
</tr>
<tr>
<td>Rain</td>
<td>Flowerpot</td>
</tr>
<tr>
<td>Pepper</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Weather</td>
<td>Weather</td>
</tr>
</tbody>
</table>

Key: warmer, pot, windowsill, pepper, watermelon, pick, weather, pie
Find the Sound

Each picture has /p/ in it at the beginning, middle or end.
Say the word. Write the letter “p” in the box where the sound is located.

Example:

pick

soup

ripe

pie

pour

pepper
Beginning Letter

Name: ______________________

Start at the big dot. Trace each letter.

vegetables

______________________________

home

______________________________

spring

______________________________

garden

______________________________

May 11, 2020

Copyright © 2020 n2y, LLC. All rights reserved. News-2-You®
Write the Word

Trace the letters.

vegetables

home

spring

garden

May 11, 2020

Copyright © 2020 n2y, LLC. All rights reserved. News-2-You®
Beginning Letter

1. Start at the dots. Trace the letters.
2. Alphabetize the words. Record the order using the small boxes on the right using 1, 2, 3 and 4.

vegetables

home

spring

garden
Write the Word

1. Write the word.
2. On the line below the word, write a sentence using the word.

vegetables

home

spring

garden
Cursive

1. Practice writing the beginning letter and word.
2. On the line below the word, write a sentence using the word.

vegetables

v v v v vegetables

home

h h h h home

spring

s s s s spring

garden

g g g g garden

May 11, 2020
Cut and Paste Activity

Match small pictures to large pictures.

Name: _____________________

May 11, 2020
Maze
Help the people go to the home.
Word Sort

1. Cut out the words/pictures. Glue the top section of the page to construction paper.
2. Sort the singular and plural words.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>carrots</td>
<td>smoothie</td>
</tr>
<tr>
<td>fruits</td>
<td>vegetables</td>
</tr>
<tr>
<td>garden</td>
<td>watermelons</td>
</tr>
<tr>
<td>pie</td>
<td>sandwich</td>
</tr>
</tbody>
</table>
## Word Sort

Name: ______________________

1. Cut out the words/pictures. Glue the top section of the page to construction paper.
2. Sort the nouns and verbs.

### Nouns
- pick
- raspberry
- eat
- garden

### Verbs
- windowsill
- seeds
- pour
- grow
Build a Sentence

Choose the pictures below to complete the sentences from the paper.

1. Some people

   in food pots. grow

2. The pots

   or may be porches. windowsills on

May 11, 2020
Sentence Completion

Choose a picture to complete the sentence.

1. Many people grow food at

2. The weather becomes warmer in

3. Many people

4. People buy

5. A

---

Options:
- home
- garden
- grow
- spring
- seeds

May 11, 2020
Sentence Completion

Choose a word to complete the sentence.

1. Many people grow food at ________.

2. The weather becomes warmer in ________.

3. Many people ________ food in gardens.

4. People buy ________ to grow the food.

5. A ________ is an area of land.

spring  grow  garden  home  seeds
Webbing

Choose a picture/word card to fill in each part of the web.

Why?

What?

What?

When?

Where?

spring

Growing Food at Home

gardens

seeds

grow food

May 11, 2020
Write a Story

Use one, two or all of the following picture/word cards to write a sentence or a story.

food  grow  garden  seeds  people

May 11, 2020
Write a Story

Use one, two or all of the following words to write a sentence or a story.

food  grow  garden  seeds  people
Punctuation

A period (.) comes at the end of a statement or telling sentence. (I like to run.)
A question mark (?) comes at the end of a question or asking sentence. (Do you run?)
An exclamation point (!) comes at the end of a sentence to show strong feelings or emotion. (He can run fast!)

Choose the correct punctuation mark at the end of each sentence.

1. When does the weather become warmer

2. Growing food can be fun

3. Where do many people grow food

4. People choose the kinds of food to grow

5. The food grows on the plants

6. Anyone can grow food
Capitalization

The first word in a sentence begins with a capital letter. Proper nouns are also capitalized. Proper nouns name a specific noun such as a person’s name, a city, an ocean, state or country.

Circle the capital letters.

1. Joe has a garden in his backyard on Main Street.

2. People want to go to Miller's grocery store less often.

3. Many people in Ohio grow food in gardens.

Underline the letters that should be capitalized.

4. many grapes grow in california.

5. coletta and bobby freeze food to eat later.

6. ben uses tomatoes to make aunt mary's soup recipe.
1. Circle all the capitalization and punctuation errors in each sentence.
2. Write the corrected sentence below each sentence.

1. first, people choose places to grow Food.

2. The Pots may be on Windowsills or porches.

3. People may grow Fruits like Watermelons

4. sometimes People eat the food Right Away.

5. What are People Growing in Gardens and Pots.
Many people are growing food at [ ]. They are growing food in [ ] and pots. People may grow [ ] like corn and carrots. They may grow [ ] like strawberries and grapes. Most people start growing food in [ ]. People buy [ ] to grow the food. They put the seeds into [ ]. The seeds become [ ]. The food [ ] on the plants.

<table>
<thead>
<tr>
<th>seeds</th>
<th>vegetables</th>
<th>dirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>grows</td>
<td>home</td>
<td>fruits</td>
</tr>
<tr>
<td>gardens</td>
<td>spring</td>
<td>plants</td>
</tr>
</tbody>
</table>
Key Topic Facts

The topic of this week’s paper was: Growing Food at Home.
Write three facts that you remember from the paper.

1.

2.

3.
Dot-to-Dot

Count by 2s. What is this? ____________________________

Name: ____________________________
Patchwork Math

Color the picture of the pot, using the colors beside the numbers below.

8 = yellow
7 = gray
6 = blue

What hidden picture did you find? garden water
Which Is Greater?

1. Count the items in each row. Place the number in the box.
2. Place a checkmark in the small box next to the number that is greater.

Number | Which is greater?
---|---

May 11, 2020
Which Is Less?

1. Count the items in each row. Place the number in the box.
2. Place a checkmark in the small box next to the number that is less.

<table>
<thead>
<tr>
<th>Number</th>
<th>Which is less?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

May 11, 2020
Which Comes Next?

1. Look at each symbol pattern.
2. Circle the symbol that comes next.
Word Problems
Fill in the blanks. Solve each word problem.

Last week my parents bought _____ plants.

---

This week my parents bought _____ plants.

+ ---

How many plants did my parents buy altogether?

Answer

In April my grandma made _____ pies.

---

In March my grandma made _____ pies.

- ---

How many more pies did my grandma make in April than in March?

Answer

May 11, 2020
### Time to the Hour

Read the question. Find the answer. Place the time on the clock.

<table>
<thead>
<tr>
<th>Question</th>
<th>Time</th>
<th>Clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>This afternoon my mom bought seeds to grow green beans. What time did she buy the seeds?</td>
<td>1:00</td>
<td><img src="clock1.png" alt="1:00 PM" /></td>
</tr>
<tr>
<td>This afternoon a family put seeds into pots. What time did the family start putting seeds into pots?</td>
<td>2:00</td>
<td><img src="clock2.png" alt="2:00 PM" /></td>
</tr>
<tr>
<td>This morning my dad made a fruit salad. What time did he start making the fruit salad?</td>
<td>9:00</td>
<td><img src="clock3.png" alt="9:00 AM" /></td>
</tr>
<tr>
<td>This afternoon I ate grapes for a snack. What time did I start eating grapes?</td>
<td>3:00</td>
<td><img src="clock4.png" alt="3:00 PM" /></td>
</tr>
<tr>
<td>This morning my neighbor picked blueberries in his backyard. What time did he start picking blueberries?</td>
<td>8:00</td>
<td><img src="clock5.png" alt="8:00 AM" /></td>
</tr>
</tbody>
</table>

May 11, 2020
Time to the Half Hour

This morning my brother and I made smoothies for breakfast. What time did we start making smoothies?

- 5:30
- 7:30
- 9:30

This morning my dad made vegetable soup. What time did he finish making the soup?

- 8:30
- 11:30
- 6:30

This afternoon my friend put pepper seeds into dirt in a pot. What time did my friend put the pepper seeds into the dirt?

- 1:30
- 3:30
- 4:30

This afternoon my neighbor went to a grocery store. What time did my neighbor arrive at the grocery store?

- 4:30
- 5:30
- 6:30

This morning my aunt picked strawberries in her backyard. What time did she start picking strawberries?

- 10:30
- 6:30
- 9:30
Time to the Quarter Hour

Read the question. Find the answer. Place the time on the clock.

This morning my parents put seeds into dirt in our garden. What time did they start putting seeds into the dirt?

7:15 AM
12:15 AM
10:15 AM

This morning my teacher made a smoothie for breakfast. What time did my teacher start making the smoothie?

8:15 AM
6:15 AM
5:15 AM

This afternoon my friends picked raspberries in their backyard. What time did they finish picking raspberries?

2:45 PM
4:45 PM
6:45 PM

This afternoon I made a fruit salad with my stepsister. What time did we start making the fruit salad?

3:45 AM
2:45 AM
9:15 AM

This morning my neighbor went to work at a grocery store. What time did my neighbor arrive at the grocery store?

3:15 AM
7:15 AM
6:15 AM
<table>
<thead>
<tr>
<th>Question</th>
<th>Time</th>
<th>AM/PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>This afternoon my mom made a pie. She started making the pie at 3:00 and finished making the pie 2 hours later. What time did she finish making the pie?</td>
<td>2:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7:00</td>
<td></td>
</tr>
<tr>
<td>This afternoon my parents put seeds into our garden. They started putting seeds into the garden at 12:00 and finished 1 hour and 30 minutes later. What time did they finish?</td>
<td>4:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:30</td>
<td></td>
</tr>
<tr>
<td>This morning a family made smoothies. They started making smoothies at 7:30 and finished making the smoothies 30 minutes later. What time did they finish making smoothies?</td>
<td>8:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30</td>
<td></td>
</tr>
<tr>
<td>This afternoon my neighbor worked in her garden. She started working at 12:30 and worked for 2 hours and 45 minutes. What time did she stop working?</td>
<td>3:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td></td>
</tr>
<tr>
<td>This morning my dad went to the grocery store. He arrived at the grocery store at 9:30 and stayed for 1 hour and 15 minutes. What time did he leave the grocery store?</td>
<td>10:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:45</td>
<td></td>
</tr>
</tbody>
</table>
Graphing

1. Count the number of symbols in each row. Place that number in the last column.
2. Answer the questions about the graph.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pot</td>
<td>pot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plant</td>
<td>plant</td>
<td>plant</td>
<td>plant</td>
<td>plant</td>
<td>plant</td>
<td>plant</td>
<td>plant</td>
</tr>
<tr>
<td>carrot</td>
<td>carrot</td>
<td>carrot</td>
<td>carrot</td>
<td>carrot</td>
<td>carrot</td>
<td>carrot</td>
<td>carrot</td>
</tr>
<tr>
<td>garden</td>
<td>garden</td>
<td>garden</td>
<td>garden</td>
<td>garden</td>
<td>garden</td>
<td>garden</td>
<td>garden</td>
</tr>
<tr>
<td>home</td>
<td>home</td>
<td>home</td>
<td>home</td>
<td>home</td>
<td>home</td>
<td>home</td>
<td>home</td>
</tr>
</tbody>
</table>

1. Which word has the most symbols?

2. Which word has the fewest symbols?

3. What is the highest number?

4. What is the lowest number?

5. Do any words have the same number?

May 11, 2020
# Graphing

1. Count the number of symbols in each row. Place that number in the last column.
2. Answer the questions about the graph.

<table>
<thead>
<tr>
<th></th>
<th>pot</th>
<th>plant</th>
<th>carrot</th>
<th>garden</th>
<th>home</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="Pot" /></td>
<td><img src="image2" alt="Plant" /></td>
<td><img src="image3" alt="Carrot" /></td>
<td><img src="image4" alt="Garden" /></td>
<td><img src="image5" alt="Home" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image1" alt="Pot" /></td>
<td><img src="image2" alt="Plant" /></td>
<td><img src="image3" alt="Carrot" /></td>
<td><img src="image4" alt="Garden" /></td>
<td><img src="image5" alt="Home" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image1" alt="Pot" /></td>
<td><img src="image2" alt="Plant" /></td>
<td><img src="image3" alt="Carrot" /></td>
<td><img src="image4" alt="Garden" /></td>
<td><img src="image5" alt="Home" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image1" alt="Pot" /></td>
<td><img src="image2" alt="Plant" /></td>
<td><img src="image3" alt="Carrot" /></td>
<td><img src="image4" alt="Garden" /></td>
<td><img src="image5" alt="Home" /></td>
<td></td>
</tr>
</tbody>
</table>

1. Which word has the most symbols?
2. Which word has the fewest symbols?
3. What is the highest number?
4. What is the lowest number?
5. Do any words have the same number?

May 11, 2020
Graphing

1. Count the number of symbols in each row. Place that number in the last column.
2. Answer the questions about the graph.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>pot</td>
<td>pot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which word has the most symbols?
2. Which word has the fewest symbols?
3. What is the highest number?
4. What is the lowest number?
5. Do any words have the same number?
6. Are there more home symbols or garden symbols?
7. How many more plant symbols are there than carrot symbols?

May 11, 2020
Graphing

1. Count the number of times each word appears in this week's news pages.
2. Starting at the bottom of each column, fill in the squares to match that number.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>grow</th>
<th>home</th>
<th>spring</th>
<th>garden</th>
<th>seeds</th>
</tr>
</thead>
</table>

May 11, 2020
Graphing Review

Use the graph on the previous page to answer the questions.

Which word had the most?

Which word had the least?

Were any numbers the same?

What was the highest number?

Which was your favorite word?

May 11, 2020
Use the map to answer the questions.

What place is this page about?

What street is the garden on?

What place is south of the garden?

What place is farthest west?
What place is this page about? ________________________________

What street is the garden on? ________________________________

What place is south of the garden? ____________________________

How many places are on Main Street? _________________________

What place is on Second Street? ______________________________

What direction would you travel to go from the garden to the pond? ________________________________
Recipe Ingredients

Check for recipe ingredients before cooking! Place symbols in the have column if the ingredients are in your kitchen. If you need to buy ingredients, place the symbols in the need column.

Recipe Name: Vegetable and Fruit Salad

16-oz bag coleslaw mix

2 apples, cored and chopped

1 C diced green pepper

2 green onions, sliced

1 C dried cranberries

¾ C coleslaw dressing

have:

need:
Recipe Review
Share your opinions about the recipe. Fill in the blanks. Circle your answers.

Recipe: _____________________________

Reviewed by: _____________________________

What was in it?
- coleslaw mix
- dried cranberries
- sweet potatoes
- coleslaw dressing

How did it taste?
- yummy
- OK
- yucky

How was it to make?
- easy
- OK
- hard

Do you think it was healthy?
- yes
- OK
- no

May 11, 2020
Cooking Vocabulary Words
Read, practice and post these words on classroom or kitchen word walls.

coleslaw mix
apples, cored and chopped
diced green pepper
green onions, sliced
Cooking Vocabulary Words
Read, practice and post these words on classroom or kitchen word walls.

- dried cranberries
- coleslaw dressing
- bowl
- spoon
Cooking Vocabulary Words
Read, practice and post these words on classroom or kitchen word walls.

Vegetable and Fruit Salad
GROWING SWEET POTATOES

Introduction

Many people are growing food at home in gardens or in pots. People put seeds into dirt. They make sure the seeds get water and are in a place with plenty of sunlight. The seeds become plants, which may grow food. Not all plants grow from seeds, however. In this experiment, your students will see how they can grow sweet potato plants from sweet potatoes they may see in grocery stores. You can have each student grow their own plant or grow a couple plants as a class. Make sure to grow more than one in case one does not grow, and so the students can compare how the plants are growing.

When choosing your sweet potatoes, choose ones that feel firm. If possible, also choose ones that already have buds, or eyes, visible on them as this may help the sweet potatoes grow into plants faster. For each plant you want to grow, you will need a jar with an opening that is wide enough for the sweet potato to fit through, but not so wide that the toothpicks cannot hold it up. The jar should be made of clear glass so students can observe the roots growing under the water. Be sure to monitor the students’ handling of the glass jars, to prevent breakage and injury.

Students should observe that one end of each sweet potato is more pointed than the other end. Make sure students put the more pointed end into the water. The sweet potato should sit so that only the bottom half of it is under the water. Students will probably need to add more water each week to keep the bottom half of the sweet potato under the water.

Within days, students may begin to observe shoots and leaves growing out of each sweet potato. Within a week or so, they should see roots growing down into the water. If you would like, you can have students plant their sweet potatoes into soil after about three weeks. They should plant the entire sweet potatoes under the dirt, with just the leaves showing above the dirt. They can plant the sweet potatoes into large pots. If available, they can also plant the sweet potatoes into gardens outside, if the weather in your area has warmed and there is no longer a danger of frost.

Eventually, new sweet potatoes will grow under the ground and can be dug up when the leaves of the plant turn yellow. This usually takes three to four months from the original time of planting.
What We Know:

- Many people are growing food at home.
- People can grow vegetables and fruits.
- One food people may grow is sweet potatoes.
- Plants need sunlight and water to grow.

Step 1: Ask a Question

- Can we grow a sweet potato plant indoors?

Step 2: Make a Guess / Hypothesis

I think...

| yes, if it has water and sunlight | no, it can only grow outdoors |

Need:

- sweet potato
- 4 toothpicks
- water
- quart jar
Step 3: Do an Experiment

1. Put water into jar, almost to rim.

2. Push toothpicks into sweet potato, around the middle.

3. Put sweet potato partly into jar, pointed end down, resting toothpicks on rim.

4. Put jar onto sunny windowsill.
5. Observe over next few weeks.

6. Add more water as needed.
Step 4: Organize Data

1. What did you give the sweet potato?
   - dirt
   - medicine
   - water

2. What did the sweet potato get by being on a windowsill?
   - sunlight
   - rain
   - snow

3. What did you observe on the sweet potato after a few weeks?
   - fur
   - leaves
   - nothing
1. Did your sweet potato start to grow into a plant?

- yes
- no

2. Did you grow a plant indoors?

- yes
- no

3. Was your guess correct?

- yes
- no

Questions for Class Discussion

- What other foods grow from plants?
- What parts do most plants have?
- What plant would you like to grow? Why?
Read, practice and post these words on classroom or craft area word walls.

sweet potato

water

toothpicks

quart jar
JUICE BOX SEED POT

Introduction

This week’s newspaper is about people growing their own food at home. People grow food that comes from plants, such as vegetables and fruits. People choose what kinds of food to grow. They buy seeds for the food, then put the seeds into dirt to grow. People may grow food inside their homes, in pots. For this craft, students can paint and decorate juice boxes and grow seeds inside of them.

To prepare for this craft, you will need to collect empty juice boxes, one for each student. Other small containers, like small milk cartons or plastic tubs could work as well. Use scissors or a knife to cut off the tops of the juice boxes, then rinse the juice boxes with water. Students will paint and decorate the outsides of the juice boxes as they desire. Students may need to apply more than one coat of paint to cover their juice boxes, depending on the shade and opacity of the paint. Darker paint colors may work better than lighter colors to cover the print on the juice boxes.

Students can decorate their juice boxes with various craft materials such as washi tape, stickers, glitter glue, sequins or other craft materials you may have available.

Students will put soil into their decorated juice boxes and then plant seeds in the soil according to directions on the seed packets. To go along with this week’s newspaper about growing food, we recommend planting seeds for food such as vegetables, fruits or even herbs. You may want to try growing small herbs such as chives, thyme or parsley. You could also try growing cherry tomatoes, snap peas or watermelons. When the seeds have grown into plants you can assist students with transplanting the plants into bigger pots inside or into a garden outside. Root crops such as carrots and onions do not transplant well so those would not work well for this project.

You may choose to have each student decorate several juice boxes and plant different kinds of seeds into each juice box. Use a permanent marker to write on the side or bottom of each juice box what kinds of seeds are inside.
**What We Know:**

- Many people grow their own food.
- People put seeds into dirt.
- The seeds become plants that grow food.
- Some people grow food in containers.

**What We Can Do:**

- We can paint and decorate containers for growing food!

**Need for Each:**

- paintbrush
- acrylic paint on foam plate
- prepared empty juice box (See Introduction)
- various craft materials (See Introduction)
- potting soil
- seed packets
- water

May 11, 2020
1. Paint juice box. Let dry.

2. Decorate juice box.

3. Put soil into juice box.

4. Put seeds into soil.
5. Pour water onto soil.

6. Put juice box into a sunny place, like a windowsill.

7. Pour water onto soil as needed.

8. Wait for seeds to grow into plants.
Read, practice and post these words on classroom or craft area word walls.

- paintbrush
- acrylic paint on foam plate
- prepared empty juice box
- various craft materials
Read, practice and post these words on classroom or craft area word walls.

- potting soil
- seed packets
- water
- Juice Box Seed Pot