

Carrots – Crowded Carrots

15
minutes

We often talk about plants needing water, sunlight, soil, and air to grow. They also need space.

Carrots have tiny seeds, so they often get planted close together. While you move with this activity, think about why plants need space to grow.

1. Sit on the floor near classmates, but not quite touching, and curl up your arms and legs like a seed.
2. You are a teeny tiny carrot seed, sitting on the soil. You have plenty of space, and you are a happy seed.
3. The sun shines, the rain falls, and you start to grow. (Uncurl your arms and stretch them up to the sun and rain). And grow (Sit up tall, bigger stretch with arms). And grow! (Big breath, try to raise your arms a little higher and slowly bring out to the sides).
4. Oh no! The carrots are too crowded. You need more space!!
5. Spread out! (Scootch away from other students until you no longer touch anyone).
6. The sun continues to shine, the rain continues to fall, and your stems and leaves continue to grow (Slowly stand up and stretch your arms up and out).
7. Oh no! The carrots are too crowded again. You need more space!!
8. Spread out! (Step away from other students until you no longer touch anyone).
9. Look around and notice how spread out you are. How much more space do full grown plants need compared to seeds? Plants cannot spread out the way people can; how can a farmer make sure plants have the space they need to grow?



Observation

Fresh Carrots

20
minutes

When we look in a garden, the orange carrot we typically think of is nowhere to be seen. Leafy greens grow above the soil. However, below ground the large orange taproot provides nutrients to the plant.

Materials: carrot (or photo), paper, crayons

1. Show students a carrot and encourage observations. If available, show one with the green stems and leaves attached. Where does a carrot grow? Point out that the leaves are above ground while the orange taproot is below ground.
2. Students will fold their paper in half. The top half is "above ground"; the bottom half is "below ground". Color sky, sun, and soil to show the different halves.
3. Sketch a carrot plant, placing the orange taproot below the soil, and the stems and leaves above the soil.
4. Older students can label key parts such as leaf, stem, tap root, lateral root, soil.
5. Follow up this activity by tasting carrots.

Extension: Read *Tops and Bottoms* by Janet Stevens. How did Rabbit decide which vegetables to plant?

Tasting Activity

Fresh Carrots

10
minutes

1. Before passing out any samples, review Brave Tasting Expectations, including "Don't yuck someone else's yum" and "We all wait and try together."
2. If available, offer a variety of tasting options - carrot sticks, coins, shredded, and perhaps even cooked. Serve with sunbutter or plain Greek yogurt dip with fresh garden herbs. Carrot greens can be made into a quick pesto.
3. After tasting, ask students to voice their thoughts and "Vote with your thumb." Thumbs up, to the side, or thumbs down. I like it, it's okay, or no thank you.