Educator's Guide - 2021-2022 School Year
Colorado Grows World-Class Produce

Purpose:

Fruit and vegetable production in Colorado is almost a $485 million industry with over 90,000 acres in production. Colorado's unique climate allows growers to produce some of the most flavorful and nutritious produce in the world. In this issue, students will explore some of the produce that is grown in Colorado, the growing regions in the state, growing seasons, and the nutritional benefits.

Cross Curricular Connections and Colorado Academic Standards:

4th & 5th Grade Reading, Writing, and Communicating:

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

4th Grade Comprehensive Health: Physical and Personal Wellness

- Demonstrate the ability to set a goal in order to enhance personal nutrition. (GLE 1.)
- Describe the connection between food intake and physical health. (GLE 2.)

5th Grade Comprehensive Health: Physical and Personal Wellness

- Demonstrate the ability to make good decisions about healthy eating behaviors. (GLE 1.)

4th Grade Social Studies: Geography

- Use geographic tools to research and answer questions about Colorado geography. (GLE 1.)
- Connections are developed within and across human and physical systems. (GLE 2.)

Additional standards can be easily met by utilizing the complementary lesson plans from the National Agricultural Literacy Curriculum Matrix, identified to the right.

How to use:

Pass out one copy of the *Colorado Reader* to each student. Another option is to send these items home with your students (or include in homework/enrichment packets) to complete at home on virtual learning days. Or use during substitute days. Ask students to read the *Colorado Reader*, completing the activities within the *Reader* as they go. Answers to the activities in the *Reader* are included, should you desire to collect and score responses. An additional enriching writing activity has been included on the back of this page. To further enhance learning, incorporate any of the additional lessons from the Curriculum Matrix that are identified below.

Lesson Plans to go with this *Reader*

The Agricultural Literacy Curriculum Matrix is an online, searchable, and standards-based database for K-12 teachers. The Matrix contextualizes national education standards in science, social studies, and nutritional education with relevant instructional resources linked to Common Core Standards. Below are a few lesson plans that could be used in conjunction with this *Colorado Reader*. Go to www.GrowingYourFuture.com and click on Curriculum Matrix (on the Home Page or under the Educator's Tab), search each title within the Curriculum Matrix to find these lesson plans.

Grocery Store Problem Solving (3-8): Students will use basic mathematical skills to solve problems related to the cost of food while integrating geography and nutrition to enhance learning. Activities include analyzing grocery ads, assessing the nutrition and cost of meals, and exploring diets around the world. https://agclassroom.org/matrix/lesson/18/

Let's Go Shopping (K-5): Students will learn the differences between needs and wants, goods and services, and producers and consumers by participating in a grocery store simulation, exploring the source of grocery store items, and designing their own products to sell. https://agclassroom.org/matrix/lesson/526/

Nutritional Value of Fresh Produce (3-5): In this lesson students will learn that fresh produce is a good source of vitamin A, vitamin C, and fiber, and that all fruits and vegetables do not contain the same quantities of each nutrient. https://agclassroom.org/matrix/lesson/335/

Use the search word "produce" at www.AgClassroom.org/Matrix for additional free lessons and classroom activities (or scan the QR code).

Additional Enriching Activity

My Life as a Fruit or Vegetable - https://agclassroom.org/matrix/lesson/336/

The purpose of this lesson is to provide students with an opportunity to enhance writing skills while simultaneously learning about the production and distribution of fresh produce.

Explain to students that the goal of this activity is for each student to write a fictional, creative story about life as a fruit or vegetable. Each story should outline the life of one fruit or vegetable from the farm to the table.

1. Brainstorming. As a class, generate a list of fruits and vegetables. Also, brainstorm a list of questions that students will need to answer as they write their story about the production and development of a specific fresh produce item. Questions that students answer in their stories may include:

- From where did I originate?
- What is my biological classification?
- To what other plants am I related?
- How am I planted?
- Where am I grown and why?
- How am I grown?
- What do I look like growing on the plant?
- How am I harvested?
- How am I transported?
- What health benefits do I offer?
- What potential problems could I cause, if any?
- How am I stored?
- How am I prepared/cooked?

2. Select a theme. Ask students to select one fruit or vegetable that will be the main character or theme of their stories. Each student should write about a different fruit or vegetable. Avoid duplicate produce items.

3. Write a rough draft. Using resources compiled by you and your students, and the list of questions brainstormed by the class. Have each student write a story about the life of the fruit or vegetable. The story should be written in the first person narrative, with the fruit or vegetable telling the story.

4. Peer editing. Have students edit each other's work. Explain to students that this is an important step in the writing process and should be taken very seriously. (Students could be assessed on the editing as well as the writing part of the lesson.) Assign each student a classmate's rough draft. Tell students to edit for the following:

- Proper punctuation
- Content
- Spelling
- Proper sequence (from farm to table)
- Accuracy of facts

5. Rewrite a final version. Have students write final versions of their stories. Ideally, the final versions will include illustrations of each phase of the fruit or vegetable's growth, development, and distribution. Encourage students to illustrate as much as possible. Advise students to include a title page and verso which includes publisher, copyright, etc. Other requirements should be discussed before the final writing phase.

6. Sharing. Have students share their stories with classmates, family, friends, and anyone else who might be interested.

Answers:

Page 1 - Photo identification

A. cantaloupe; B. spinach; C. potatoes (fingerling); D. chile peppers (green); E. beets; F. cabbage; G. onions (red and white); H. honeydew; I. peaches; J. plums; K. green beans; L. eggplant

Page 3 - Where are Your Favorites Grown

1. Lettuce is grown near Fort Collins, Greeley, and Alamosa.
2. Potatoes are also grown near Greeley.
3. Onions are pictured three times on the map.
4. The produce grown near Grand Junction and Delta are peaches, wine grapes, sweet corn, and apples.
5. Peaches are grown near Grand Junction and Delta.
6. Melons (cantaloupe, honeydew, watermelon) grow near Rocky Ford.
7. This map shows 14 different types of fruits and vegetables grown in Colorado.
8. Answers will vary.

Page 7 - Short-Answer Questions

1. A lot of possible responses, including: greens, beets, broccoli, cauliflower, cabbage, chard, cucumbers, tomatoes, green beans, potatoes, spinach, summer squash, sweet corn
2. False
3. July-September
4. All year
5. A lot of possible responses, including: apples, honeydew, peaches, pears, plums, raspberries, strawberries, watermelon
6. Answers will vary.