

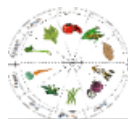
# Supporting Online Lessons and Activities

(Visit our website or email us to access this page with clickable links)

## National Agriculture in the Classroom

"Who Grew My Soup?" Geography and the Story of Food for grades 3 thru 5 <http://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=57>

**Crop Fact Wheel** [http://utah.agclassroom.org/files/uploads/activities/Soup\\_FactWheel.pdf](http://utah.agclassroom.org/files/uploads/activities/Soup_FactWheel.pdf)



## Social Studies activities developed by Utah Ag in the Classroom

<https://utah.agclassroom.org/teachercenter/index.cfm?controller=main&action=searchpage>

Chart showing **what part of the plant you eat**, idea about graphing with soup cans, plus a jarred soup mix

Flowers



Cauliflower



Broccoli



Artichoke

recipe <http://daddystractor.com/2013/03/04/a-farm-lesson-plan-who-grew-my-soup/>

**Eighteen activities** developed by Illinois Agriculture in the Classroom to supplement

"Who Grew My Soup" <http://www.agintheclassroom.org/TeacherResources/Lesson%20Booklets/>

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A MyPlate poster featuring farms around New Hampshire which produce commodities from each food group is enclosed with this Resource Guide. Please post this in your classroom and discuss the idea of healthy eating and locally produced foods with your students. Feel free to make copies to post in your cafeteria!

lessons, puzzles, coloring sheets  
<http://www.choosemyplate.gov/kids/ActivitySheets.html>

A Yummy Curriculum for Grades 1 & 2 [http://www.fns.usda.gov/multimedia/tn/sump\\_level1.pdf](http://www.fns.usda.gov/multimedia/tn/sump_level1.pdf)

Nutrition Education for Grades K-12 from Oakland, CA  
<http://www.ousd.k12.ca.us/Page/929>

Nourish Active printables and activities <http://www.nourishinteractive.com/nutrition-education-printables/category/13-myplate-eating-healthy-food-kids-nutrition-printables>

Learning Zone Express Empowering Kids to Choose MyPlate Lesson Plan <http://www.learningzonexpress.com/documents/EnergyEverydayforEveryone/MyPlateLessonPlans.pdf>

A variety of activities and resources to help children ages 6 to 11 make healthier food choices <http://www.choosemyplate.gov/kids/ParentsEducators.html>



## Contact us to:

Find an online version of this guide with clickable links.

Discuss curriculum materials

Receive our monthly newsletter

Learn about upcoming educator workshops

School-to-Farm Field Trip information

Borrow materials from our resource library

[www.agclassroomn.org/nh](http://www.agclassroomn.org/nh) nhaitc@nhfarmbureau.org  
295 Sheep Davis Road Concord, NH 03301 ph: (603) 224-1934



## Spring Agricultural Literacy Program 2015 Educator Resource Guide

Dear Friends and Educators,

The mission of New Hampshire Agriculture in the Classroom is to help students increase their understanding and appreciation of the role that agriculture plays in their daily lives. We are actively doing this through classroom programs, teacher workshops, school-to-farm field trips and more.

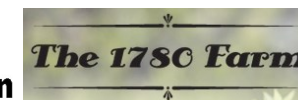
Each year we offer a Spring Literacy Program where we choose an agriculturally accurate book and send volunteers into schools throughout the state to read the book and to share related information with the students. Following the presentation, the book is donated to the school for continued enjoyment and learning. We also provide lesson materials to help supplement the school visit. Teachers are encouraged to utilize these resources to round out the lessons with activities based in science, language arts, etc. These, plus additional information pages, worksheets and activities are also available on our website, [www.agclassroom.org/nh](http://www.agclassroom.org/nh). Upon completion of the program, we ask that both teachers and volunteers complete a brief survey to evaluate our effectiveness. A hard copy is enclosed or you may find it at <https://www.surveymonkey.com/s/B2NYF5F>.

The book selected for this year's program is *Who Grew My Soup* by Tom Darbyshire. This delightful story is about young Phineas Quinn and his questions about the vegetables in the soup served by his mother for lunch. Fortunately, a man in a flying balloon appears to help find the answers. This year, we are thrilled to have support from The 1780 Farm in Chesterfield ([www.the1780farm.com](http://www.the1780farm.com)), the Brookdale Fruit Farm in Hollis ([www.brookdalefarms.com](http://www.brookdalefarms.com)) and the New Hampshire Farm Bureau. Please visit their websites for additional information about the work they do with vegetables.

We hope that you find this material useful and that your students enjoy learning about vegetables along with local production. If you are interested in integrating other agricultural topics or programs into your curriculum, don't hesitate to contact us at (603) 224-1934, email [nhaitc@nhfarmbureau.org](mailto:nhaitc@nhfarmbureau.org) or visit our website at [www.agclassroom.org/nh](http://www.agclassroom.org/nh).

Sincerely,

Debbi Cox  
State Coordinator  
NH Agriculture in the Classroom



## Garden In A Glove

### MATERIALS (per student):

clear plastic food service glove  
5 cotton balls  
5 types of seeds  
Water  
Permanent marker  
Twist tie



Students will conduct a scientific experiment and record data in order to explain the simple life cycle as well as the needs of plants.

### INSTRUCTIONS:

1. Write your name in the middle of the glove with the permanent marker
2. Write the name of the seed you will be planting on each finger with the marker
3. Wet 5 cotton balls, squeeze them out and put one into the tip of each finger in the glove
4. Drop several seeds onto each cotton ball (match up the seed type to what is written on the finger of the glove)
5. Blow up the plastic glove and close it with a twist tie or piece of yarn
6. Tape the glove to a window (not in winter), chalkboard or wall. Can hang a clothes line across the window or under the chalk tray to clip gloves on.
7. Seeds should germinate within 5 days. Keep a diary or look at under microscope. Can transplant in 2 weeks by cutting tips of the fingers off.



## Meet the Author



[http://www.agclassroom.org/teacher/soup\\_movies.htm](http://www.agclassroom.org/teacher/soup_movies.htm)

brings you a 3-minute video of the author as he tells the story of growing up in agriculture and explains all of the jobs that a farmer has on a daily basis. Plus, a 7-minute video of author Tom Darbyshire reading the book himself.

### Sing along to "Who Grew My Soup"!

<http://www.storylaurie.com/who-grew-my-soup.html>

## Supplementary Resources

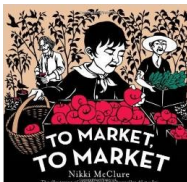
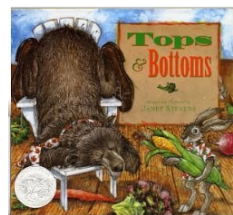
### "Food Doesn't Grow in the Supermarket" video

<http://youtu.be/0CsuzhWsenQ>

video produced by NJ Agriculture in the Classroom This movie follows "The City Guy", an adult who thinks he knows where food comes from (the grocery store) as he visits three different farms to learn where food really comes from and what it takes to produce it.

### "Tops and Bottoms" by Janet Stevens

A story which has its origins in slave stories from the American South. In this tale, a clever hare and a lazy bear plant the tops and bottoms of their garden crops.



### "To Market, To Market" by Nikki McClure

Follows a mother and son on their trip to the weekly Farmer's Market (available for loan from NHAITC)

## Fuel Your Body

**PROTEIN** helps your body build, maintain and repair tissue (from meat, poultry, beans, peas, nuts, eggs, etc.)

**MINERALS**—Calcium helps to build strong bones and teeth (dairy, leafy green vegetables, calcium-fortified foods) - Phosphorus helps with healthy teeth and bones (from dairy products, meat and fish) - Iron helps blood cells carry oxygen to all parts of your body (from eggs, meat, fish, dried fruits, whole grains)

**VITAMINS**—Vitamin A helps your eyes see better at night and in color (from dark orange fruits and vegetables, also dark green leafy vegetables) - Vitamin C helps to fight infection and keep you from getting sick (from oranges and strawberries)

**FIBER** helps our digestion and to remove waste (from fruits, vegetables, whole grains, beans, nuts and seeds)

## Food Production in New Hampshire

(according to the 2012 USDA Census of Agriculture)

[http://www.agcensus.usda.gov/Publications/2012/Full\\_Report/Volume\\_1,\\_Chapter\\_1\\_State\\_Level/New\\_Hampshire/](http://www.agcensus.usda.gov/Publications/2012/Full_Report/Volume_1,_Chapter_1_State_Level/New_Hampshire/)

CROP	FARMS	ACRES HARVESTED
<b>VEGETABLES:</b> Beans, snap	320	180
Beets	65	22
Broccoli	61	19
Carrots	94	24
Lettuce	131	78
Peppers	336	not available
Potatoes	303	172
Squash	210	239
Sweet Corn	260	1,514
Tomatoes	346	183
<b>FRUIT:</b> Apples	205	1,541
Grapes	61	94
Peaches	88	132
Pears	40	18
Strawberries	130	129
<b>ANIMALS:</b> Dairy Cows	251	25,346 head
Beef Cattle	683	11,642 head
Pigs	359	3,287 head
Chickens, laying (eggs)	1,309	221,446
Chickens, broilers (meat)	194	28,924
Sheep (wool and meat)	618	8,079 head
<b>MISC:</b> maple syrup	518	82,574 gallons

## HIGH FIVE!

(adapted with permission from Oregon's "Give Me Five")

**Description:** Students learn about the five food groups and what New Hampshire grown foods fit into each group. This lesson makes a local connection to good nutrition and a healthy lifestyle.

**Set the Stage:** Begin by asking students if they have heard of food groups and if so, share what they know. Explain that food groups are collections of foods with similar nutritional benefits. Nutrition guidelines recommend daily servings from each group for a healthy diet. Ask students to name any food groups they know. List answers on the board. Fill in any of the five groups that are not mentioned. When all five groups are on the board, review them and discuss how each makes our bodies healthy. Ask students to name foods they like to eat in each group. Record answers on the board. In the end, there should be a list of the five food groups and foods in each group. Go over the food lists and star or circle with a bright color all of the foods grown in New Hampshire. Tell students that farmers in our state produce over 100 different types of crops and animals, many of which we eat. You can also discuss other uses for agricultural commodities other than food.

### Activity Directions:

- Each student needs:** a paper hand (trace their own or download a template from our website), a popsicle stick or pencil, tape and crayons or markers.
- Tell students that each day they should eat from all five food groups for a healthy diet—fruits, vegetables, grains, protein and dairy. Have them hold up one hand and list the five groups, one for each finger. After they list off the five groups, have them turn to a partner and give each other a high five.
- On one side of the hand, students write the name of a food group on each finger. In the center of the palm, they write "Exercise Daily". On the other side of the hand, students should write/draw their favorite exercise in the palm area.
- Students cut out the hand, then tape it to a popsicle stick or pencil at the wrist area.
- When they are done, as a group, repeat the five food groups. Have students take turns sharing their favorite New Hampshire food with the class.



Side One: Hand has all the five food groups listed on the fingers, plus exercise on the palm area.



Side Two: Students write/draw their favorite Oregon grown food in the matching finger food groups. Their favorite exercise is in the palm.

## What Part of the Plant Do We Eat?

Courtesy of "Daddy's Tractor"

Sort real, plastic or pictures of vegetables into groups by the plant part which we consume. For example, the tomatoes in the soup are the fruit of the plant, carrots are the roots and corn is the seed.

### Flowers



Cauliflower



Broccoli



Artichoke



Carrots



Radishes



Potatoes



Sweet Potatoes



Cabbage



Lettus



Spinach

### Stems



Rhubarb



Asparagus



Celery



Corn



Beans



Peas



Popcorn

### Fruits



Tomatoes



Peppers



Cucumbers



Pumpkins