



From Seed to Table

Name _____

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1. Plant.



2. Grow.



3. Harvest.

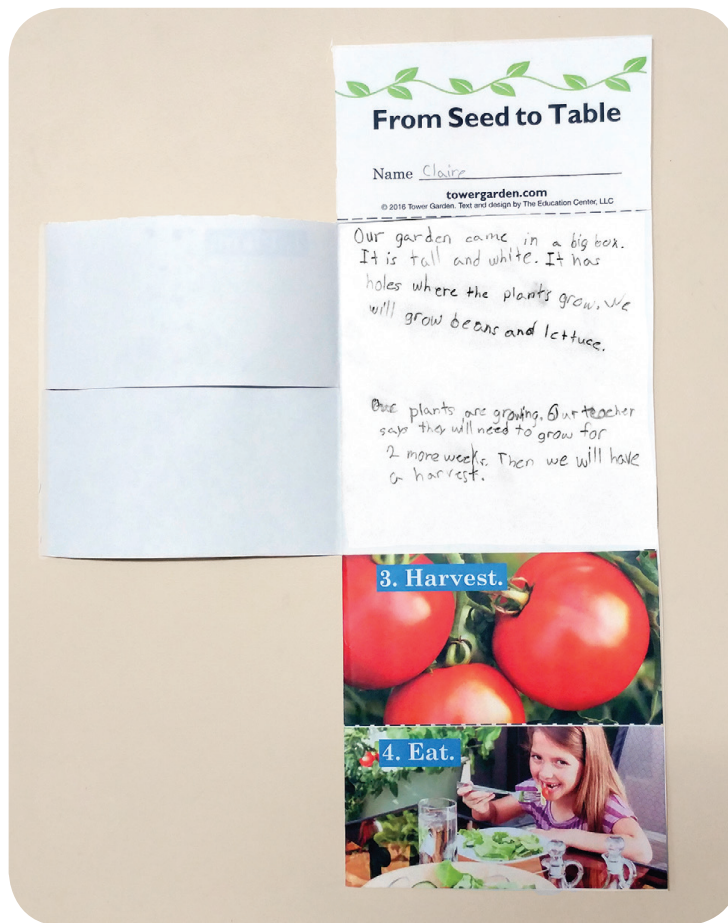


4. Eat.

“From Seed to Table”

How to Use

Give each student a copy of the page. Help each child fold the paper in half vertically, keeping the photos and text to the outside. Then guide the student to cut on the dashed lines to make five flaps. Have each child write his or her name on the first flap. Invite the student to open the first flap and describe the class’s Tower Garden®. After each stage of the garden-to-table process, instruct students to fold back the corresponding booklet flap and then draw or write to tell about the experience.



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Name _____

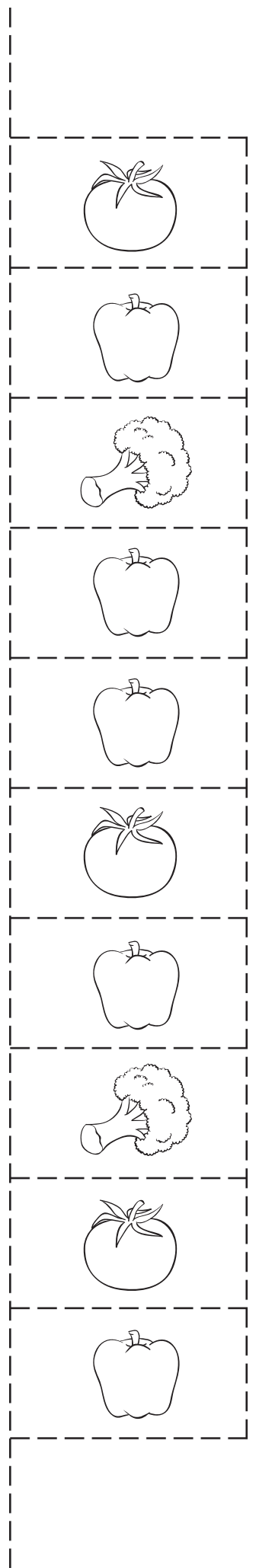
Comparing quantities; organizing and interpreting data (K.CC.C.6; 1.MD.C.4)

Huge Harvest



Cut. Glue to match.

 tomatoes	 peppers	 broccoli



Write how many.

 _____
  _____
  _____

Write.














How many more  than ? _____

How many more  than ? _____




Fun Fact Tower Garden® can produce a big harvest in just weeks.

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“Huge Harvest” Answer Key

		
		
		
		
		
 tomatoes	 peppers	 broccoli

Write how many.

 5  2  3

Write.

How many more  than  ? 2

How many more  than  ? 3



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Plant Parts We Eat



Name _____

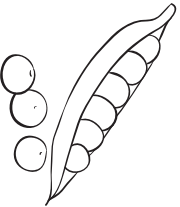
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Seeds

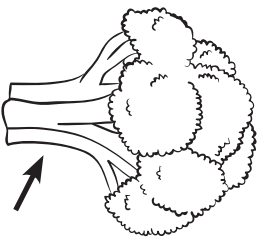


lima
beans



green
peas

Stems

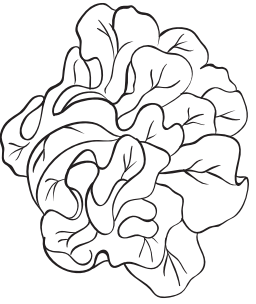


broccoli



kohlrabi

Leaves



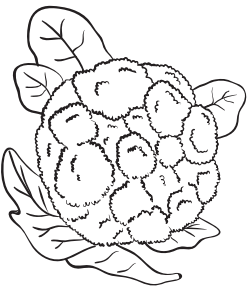
lettuce



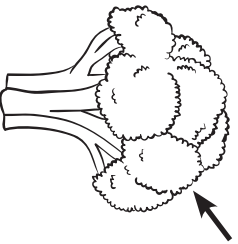
spinach

Discard.

Flowers

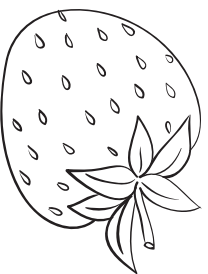


cauliflower

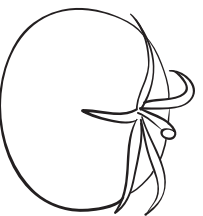


broccoli

Fruits



strawberry



tomato

Glue here.

“Plant Parts We Eat” How to Use

Give each student a copy of the booklet cover and pages. Instruct each student to write his or her name on the booklet cover. Tell students that the booklet features plants that the class can grow with Tower Garden®. Read the pages with students and guide them to name the colors of the fruits and vegetables. Then have students color the illustrations. Next, ask students to cut along the bold cut lines, discard the gray rectangle, and then glue the two long paper strips together where indicated. After you help each child accordion-fold the booklet, reread the booklet with students. Then name each featured plant, in turn, and ask students to name a part of the plant that people can eat.



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Gardens Where?

Where can gardens grow? They can grow in the country. They can grow in big yards. These are not the only places. Some gardens grow in cities. Some gardens grow in schools. Some gardens grow in small homes. Some gardens grow on rooftops! Tower Garden® can grow in all these places. It is shaped like a tall tube. It does not need a lot of space. It does not need soil. It needs water and light. It needs food. Tower Garden can grow in all kinds of places!



Write **yes** or **no**.

1. Do all gardens need lots of space? _____
2. Can some gardens grow indoors? _____
3. Underline the sentence that tells what Tower Garden looks like.
4. Write four places you might see Tower Garden.

“Gardens Where?”

Answer Key

1. no
2. yes
3. It is shaped like a tall tube.
4. Possible answers include on a rooftop, in a school, in small homes, in cities, in the country, and in big yards.



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Name _____ Recording observations



Our Tower Garden®

Today's date is _____.

I observed a _____ plant.

This is what it looks like.

- Word List**
- wide
 - narrow
 - smooth
 - bumpy
 - jagged
 - curly

The plant has _____

“Our Tower Garden®”

How to Use

Copy the journal page for students. Have each student write the date and the name of a plant growing in Tower Garden®. Ask the student to observe the plant closely and draw it. Then have the student refer to the word list as he or she writes a description of the plant. Instruct the student to store the completed paper in a folder. Repeat the activity throughout the growing cycle. Later, bind each student’s journal pages to create a garden observation log.



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