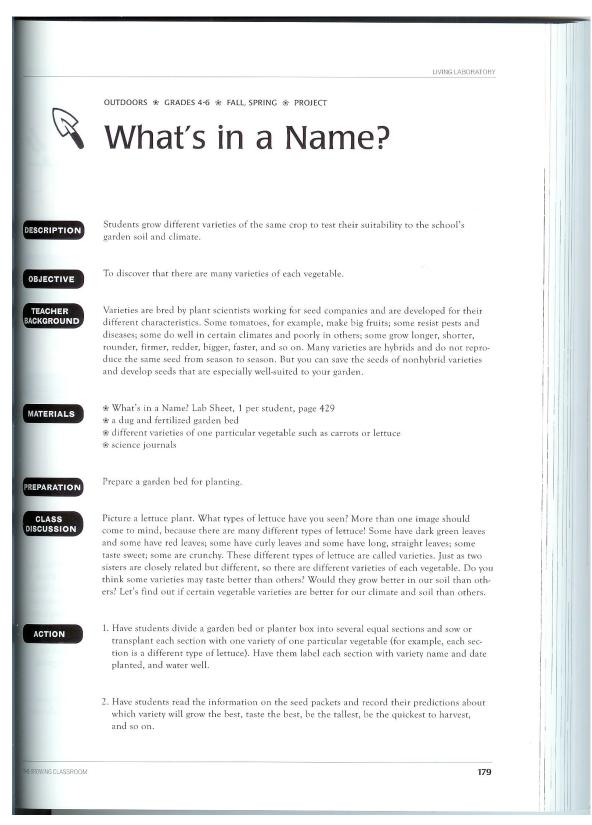
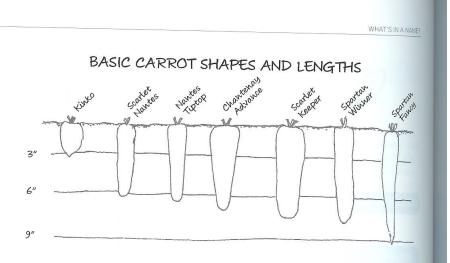
## 3<sup>rd</sup> Grade Week 1





- 3. Have students treat all the varieties exactly the same: thin plants at the same time if necessary, water the plants the same amount, and so on.
- 4. Have students make weekly observations and record all the information on charts.
- 5. When students harvest the crop, have a tasting party.

# GERMINATED				PEST DAMAGE (SCALE 0-5)				ROOT LENGTH IN INCHES				TASTE (SCALE 0-5)			
A	В	С	D	A	В	С	D	A	В	C	D	A	В	С	D
		Longer and the	CAF	ROTS:	NZ	NTEC =	Δ	CODEL	T.C			0	-	1	
			CAR	ROTS: NANTES = A			A (	CORELESS = C HALFLON				IG = B LONG = D			

WRAP UP

Which variety produced the most? Which grew the most? Which tasted the best? Which factor is the most important? Is it better to have short, sweet carrots or long, bland ones? Which would you rather grow if you were a farmer? (*Ask the class to vote on the best variety.*) Would this variety necessarily be the best to grow no matter where you live? Why might another variety do better somewhere else? (*different climate, different soil*, shorter or longer growing season)

DIGGING DEEPER

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1. Have one student in the class call your local Agricultural Extension Agent and ask for a list of recommended vegetable varieties for your area. (*Did they pick the same vegetable variety that your class did?*)

2. Become plant breeders. Plant nonhybrid varieties and save seeds of the plant that grows the best. Continue from season to season until you have developed a seed especially suited to your garden.

THE GROWING CLASSROOM