

Fields, Orchards and Gardens · Conversation & classroom guide

Learning with a grown-up · Ages 4–8 · Flexible participation

What crop grows in the field here?

Learning aim: Match wheat, apples and carrots to three pictured growing places.

A five-minute conversation

Follow the path through the growing places. Name the pictured crop, then look closely at where its edible part grows. This is a geography conversation about food-growing landscapes, with three examples rather than a complete food map.

Start here: Match apples to a tree and carrots to the soil cutaway.

Explore further: Compare above-ground and below-ground edible parts, then explain a route between a growing place and a community.

What crop grows in the field here?

Answer cue: Wheat. Its grain develops in the heads at the tops of the stems. The poster calls it a grain crop.

What makes this an apple orchard?

Answer cue: Several apple trees grow together. The apples are attached to branches above the ground.

Which part of the carrot is under the soil?

Answer cue: The orange root. Its green leaves grow above the soil. The cutaway helps us see a part usually hidden underground.

Keep the idea clear

Gardens, fields and orchards can grow different crops in different places. These are examples, not a rule that every crop grows everywhere. Not all food comes from plants. Children should not taste plants or pick crops without a knowledgeable adult's permission.

Try: Connect a growing place to a community

Materials: Paper and crayons, or the child's pretend-place map.

1. Choose wheat, apples or carrots and draw a place where the pictured crop grows.
2. Add a route between that place and a pretend community.
3. Tell how people could move the crop along the route. Keep this a pretend journey, without needing to handle real food.

What this can show: The child matches at least two crops with the growing places or positions shown and describes one connection. No tasting, harvesting, tools or farm visit are required. For a real visit, follow the grower's rules and stay with the grown-up on permitted paths.

Return to it: Return to Cities, Towns, Villages & Countryside. Where might a growing place connect with a settlement?

Fields, Orchards and Gardens · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons, or the child's pretend-place map. Read the answer cues before sharing.

Words to explore

crop — A plant grown for use, such as food.

grain — The seed of a cereal plant, such as wheat.

field — An area of open land; this field grows wheat.

orchard — A place where fruit or nut trees are grown.

root — The part of a plant that usually grows below the ground.

soil — The loose material at the ground's surface where many plants grow.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

5 min · Try together: Choose wheat, apples or carrots and draw a place where the pictured crop grows. Add a route between that place and a pretend community. Tell how people could move the crop along the route. Keep this a pretend journey, without needing to handle real food.

3 min · Explain: The child matches at least two crops with the growing places or positions shown and describes one connection.

Understanding check: The child matches at least two crops with the growing places or positions shown and describes one connection.

Answer guidance: Wheat. Its grain develops in the heads at the tops of the stems. The poster calls it a grain crop. Several apple trees grow together. The apples are attached to branches above the ground. The orange root. Its green leaves grow above the soil. The cutaway helps us see a part usually hidden underground.

Use enlarged crop details and spoken descriptions. Children may point or choose a picture; no food handling or personal dietary disclosure is needed.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/fields-orchards-gardens>

Related story: Olivia and Doudou in Paris — The travel books invite Olivia and Doudou to notice their surroundings. This new countryside scene broadens that habit to growing places; it is not presented as a page from a book.

Our discovery record

Use words, marks, a drawing or an adult's notes. Keep this page with you; nothing needs to be uploaded.

Date / time (if useful): _____

My question or idea

What I noticed

What I think now

What I want to explore next

Stories to continue together: <https://kiddos.ai/books>

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