

# Sprout Appreciation

*Grade Level: Adaptable for 2-5*  
*Total Lesson Time: 45 minutes*



## Lesson Overview

The first two lessons of this unit focus on how plants begin as seeds and sprouts. This lesson is intended to be a creative celebration of the work and care that went into the student seed sprouting project. After two or three weeks in the window students' radish sprouts should be a good size (2 to 4 inches) to harvest and eat. They may want to leave one or two sprouts in the soil, just to see how they continue to develop. Before eating them, students will take time to draw a picture and write an ode to their sprouts. We also served other varieties of sprouts, such as sunflower and kale for students to compare flavors. Sprouts are densely packed with nutrients and make a great addition to many foods such as tacos, salads, and sandwiches. Anything you might normally serve lettuce or greens with will benefit from the addition of some tasty sprouts.

## Objectives

Students will:

1. Identify a source of nutritious food (W.I.N.A; Health A.4.3, B.4.1, B.4.4)
2. Observe their radish sprouts and draw an artistic representation of what they see or feel (Art C.4.7, E.4.1, H.4.1, H.4.2, I.4.1)
3. Create a poem reflecting their feelings about the sprouts they have nurtured and grown (Language Arts B.4.1; Art I.4.1, I.4.6, J.4.1, K.4.3, K.4.4)

## Preparation

1. Collect materials.
2. Print "Sprout Art" Worksheets.
3. Purchase an assortment of sprouts.

## Materials

### Food

Assorted sprouts for tasting  
Water to drink

### Supplies

"Sprout Art" Worksheets  
Colored pencils, crayons, or markers  
Scissors for cutting sprouts  
Napkins  
Cups

Wisconsin Homegrown Lunch is a joint project of:



REAP Food Group:  
[www.reapfoodgroup.org](http://www.reapfoodgroup.org)

UW-Madison Center for Integrated  
Agricultural Systems: [www.cias.wisc.edu](http://www.cias.wisc.edu)



## Procedure

### Sprout Observation

Students take their sprouts from the window to their desks. Give them 30 seconds or so to observe their sprouts and think about what they see. Do their sprouts look healthy? Have they been getting what they need? What do they look like? What colors do they see on the sprouts? What shapes? Are they standing up tall or bending over? How many leaves are there? Allow students to share and compare some of their observations.

### Sprout Art

Students will now get a chance to express what they just observed and shared with the class. Hand out the “Sprout Art” Worksheets and colored pencils, crayons, or markers. Students can make their drawing in the box at the top of the worksheet. The drawing can be straight forward, exactly what they see, or abstract. They may want to draw a representation of how their sprouts make them feel. They may want to draw the water, air, sun, soil, and love that helped their sprouts grow.

### “Ode to My Sprouts”

What is an “Ode”? It is a poem expressing your feelings about someone or something. In this case students will express their feelings about their sprouts using the five-senses prompts on the bottom of the worksheet. You may choose not to use these prompts for older students who can manage to write a poem on their own. We found the prompts especially helpful for the second-grade students we worked with. Encourage the use of descriptive vocabulary. Students may choose to be literal (“My sprout looks green”) or to use metaphors and similes (“My sprout looks like a tree bending in the wind”).

### Sprout Harvesting and Tasting

Now to really celebrate their sprouts, students can eat them. Using a scissors, students should cut their sprouts a half an inch or so above the soil. (If the sprouts have soil on them, they should be rinsed.) They may want to leave a sprout or two in the soil and put it back in the window or take it home to see how it continues to develop. If you have a garden at your school plant some radish seeds outside to compare their growth to those grown inside.

Once the sprouts are harvested, pass out some other varieties of sprouts for students to taste and compare along with the ones they grew. Discuss the different flavors. Ask if they taste like any other vegetable they’ve had before.

### Art Presentation and Poetry Reading

If time allows, have students share their drawings and odes with their classmates.

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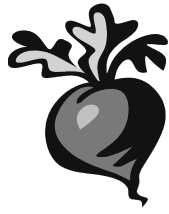
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# Sprout Art

Please draw your radish sprout below:

## Ode to My Radish Sprouts



My sprouts **look** \_\_\_\_\_

My sprouts **smell** \_\_\_\_\_

My sprouts **feel** \_\_\_\_\_

My sprouts **taste** \_\_\_\_\_

My sprouts **sound** \_\_\_\_\_