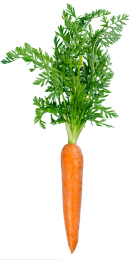


## All about B.C. (Elementary)

# Carrots



For this activity you'll want to refer to the "All About B.C. Carrots" poster and slides from the [Feed BC in K-12](#) website.

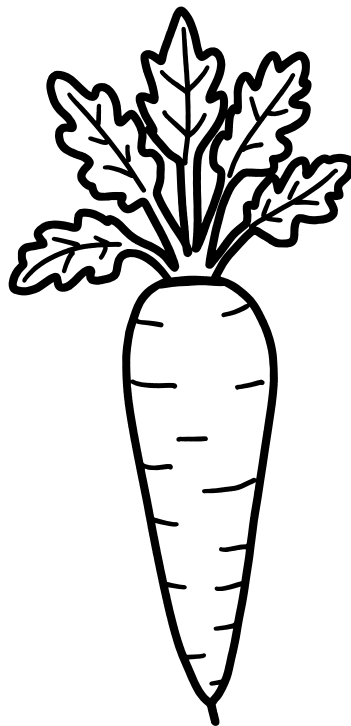


Draw a circle on the map showing where you live in B.C.



After learning more about B.C. carrots, draw a carrot where our featured farmer is located! Then, shade or colour in where the majority of carrots are produced in the province.

1) Draw a line to match each part of the carrot to its correct name. Then, colour in the parts that you can eat!

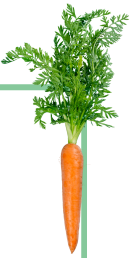


a) Taproot

b) Leaf

c) Root Hair

d) Stem



**2) Draw It:**

Think of another root vegetable that grows underground, like a carrot. Draw a picture of it in the space below.

**Compare It:**

How is your vegetable similar to a carrot?

How is it different from a carrot?

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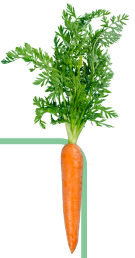
3) Carrots aren't only orange—they can be all sorts of colours!

Write down at least three colours that carrots can be:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4) Now, draw a bunch of colourful rainbow carrots using the colours you picked!

# All about B.C. Carrots - Teacher Resources

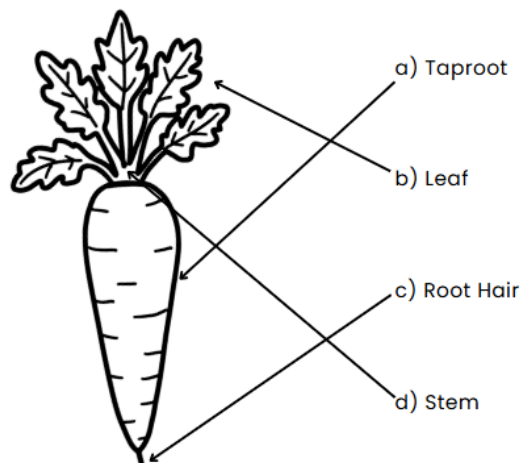


## Background Information:

- [All About B.C. Carrots Poster](#)
- [All About B.C. Carrots Scrolling Slideshow](#)
- [Buy BC Carrots](#)
- [Traditional Food Fact Sheets - Roots p. 24](#)
- [Canadian Carrots: From Seed to Sauté](#)
- [Carrot Production Guide](#)

## Answer Key:

1)

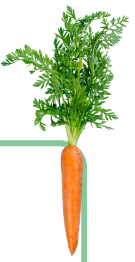


2) Answers may vary: Some could include potatoes, parsnips, turnips, beets, radish, sweet potatoes, rutabagas, yams, celeriac (celery root), camas, wapato, or others.

3) Rainbow carrots come in colors like purple, red, yellow, and white, in addition to the traditional orange.

4) Answers will vary.

# All about B.C. Carrots - Teacher Resources



## Curriculum Connections - Elementary

### Applied Design, Skills and Technologies - Food Studies

- Factors that influence food choices, including cost, availability, and family and cultural influences (6,7)
- Generate ideas from their experiences and interests (K-3)
- Identify and use sources of information (6,7)

### Science

- Adaptations of local plants and animals (K)
- Structural features of living things in the local environment (1)
- Names of local plants and animals (1)
- Biodiversity in the local environment (3)
- Demonstrate curiosity and a sense of wonder about the natural world (K-4)
- Transfer and apply learning to new situations (K-8)
- Express and reflect on personal, shared, or others' experiences of place (K-6)

### Social Studies

- Relationships between people and the environment in different communities (1-2)
- Ask questions, make/corroborate inferences, and draw conclusions about the content and features/origins of different types of sources (K-6)

### Physical Health and Education

- Relationships between food, hydration, and health (K-1)
- Identify and explore a variety of foods and describe how they contribute to health (K-1)
- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention (2)
- Explore strategies for making healthy eating choices (2,3)
- Explore and plan food choices to support personal health and well-being (6)
- Identify factors that influence healthy choices (4) and explain their potential health effects (7)

### English Language Arts

- Strategies and processes; reading strategies; oral language strategies; writing strategies (K-5)
- Use sources of information and prior knowledge to make meaning (K-3)
- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding (4- 6)
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text. (3-5)
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world (K-5)
- Respond to text in personal and creative ways (K-7)