



Fall 2026 Challenge: Farmers Market Madness

Important Dates:

- Registration period closes on September 11, 2026, at 5PM
- All projects must be submitted online by November 11, 2026, at 5PM
- Winners will be announced via email by November 30, 2026, at 5PM

Project Title – Farmers Market Madness: Design and Operate an Agriculture-Based Market Stand or School Farmers Market

Grade Level: 3–5

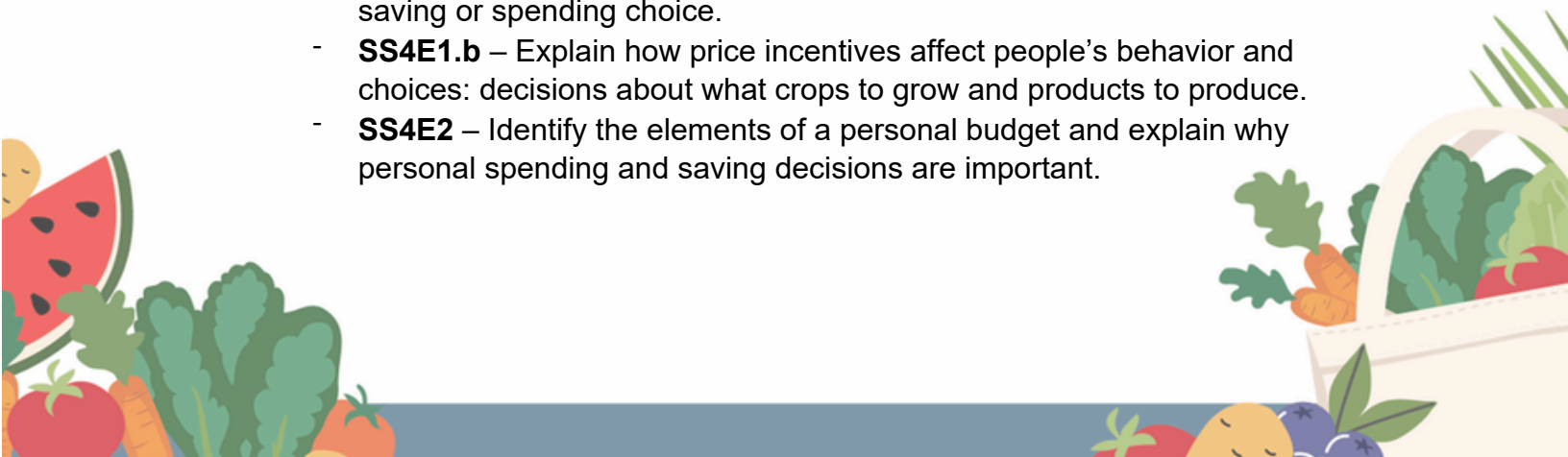
Length: 10 Weeks (1–2 class periods per week, 45–60 minutes each)

Driving Question: *How can we design, build, market, and operate a successful agriculture-based market stand or school farmers market that meets customer needs while earning a profit?*

Guiding Standards:

Social Studies – Georgia Standards of Excellence

- **SS3E1** – Define and give examples of the four types of productive resources.
- **SS3E3** – Give examples of interdependence and trade and explain the benefits of voluntary exchange.
- **SS3E4** – Explain the concept of opportunity cost as it relates to making a saving or spending choice.
- **SS4E1.b** – Explain how price incentives affect people's behavior and choices: decisions about what crops to grow and products to produce.
- **SS4E2** – Identify the elements of a personal budget and explain why personal spending and saving decisions are important.



- **SS5E1.b** – Explain how price incentives affect people's behavior and choices.
- **SS5E3** – Describe how consumers and producers interact in the U.S. economy.
- **SS5E4** – Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

Mathematics – Georgia's K-12 Mathematics Standards

- **3. MP** – Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.
- **4. MP** – Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.
- **4.NR.1** – Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place and compare decimal numbers to the hundredths place.
- **4.NR.2** – Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place.
- **5. MP** – Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.
- **5.NR.1** – Use place value understanding to solve real-life, mathematical problems.
- **5.NR.4** – Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.

Science – Georgia Standards of Excellence

- **S3L1** – Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.
- **S4L1** – Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.



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- **S5L1** – Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.

English Language Arts – Georgia Department of Education

- **3.L/4.L/5.L** – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
- **3.T/4.T/5.T** – Students grow in their learning as they purposefully engage with texts.

Agriculture, Food & Natural Resources – Georgia Department of Education

- **Third Grade/Fourth Grade/Fifth Grade Employability Skills Standard 1.1** – Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- **Third Grade/Fourth Grade/Fifth Grade Employability Skills Standard 1.4** – Apply the appropriate skill set to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.
- **3AS1** – Relate the importance of how food is produced, handled, prepared and stored in order to protect the safety and nutritional value of the food.
- **3AS2** – Define, investigate and compare common food product labels such as: organic, GMOs, etc.
- **3FA3** – Identify commodities based on the different geographic regions of Georgia and determine how environmental factors affect agriculture production in each region.
- **4FA1** – Compare and contrast the past and present importance of agriculture products and by-products in your community and around the world.
- **4FA3** – Infer/Interpret the impact of community partnerships on the agriculture industry.
- **5FA1** – Construct a model of the supply chain from origination to end product of commodities.
- **5LCR1** – Identify and apply concepts related to the National FFA mission (premier leadership, personal growth, and career success).
- **5LCR4** – Compare the various school and community organizations that encourage leadership and personal growth.

Guiding Background Knowledge:

What is a Farmers Market?



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A farmers market is a place where farmers, gardeners, and producers sell fresh fruits, vegetables, and other agricultural products directly to consumers.

Farmers markets connect local producers with their communities and provide access to fresh, seasonal foods.

Markets can sell products that are grown, raised, baked, or handcrafted using agricultural commodities.

What is Entrepreneurship?

Entrepreneurship is the process of creating, organizing, and operating a business.

Entrepreneurs identify customer needs, develop products or services, set prices, advertise their business, and manage finances.

Successful entrepreneurs use creativity, problem-solving skills, and careful planning to meet customer demands.

Why are Farmers Markets important?

Support local farmers and agricultural businesses

Provide fresh and nutritious food to communities

Keep money circulating within the local economy

Help consumers learn where their food and fiber come from

Create opportunities for students to learn about business, agriculture, budgeting and marketing

Encourage healthy food choices and community engagement

What is Supply and Demand?

Supply is the amount of a product available for sale.

Demand is the amount of a product consumers want to purchase.

When demand is high, prices may increase.

When supply is high, prices may decrease.

Businesses must balance supply and demand to earn a profit.

What is Profit?

Profit is the money left after all business expenses have been paid.

Businesses track costs, revenue, and profits to determine success.

Understanding profit helps businesses make informed decisions about pricing and production.

Challenge Ideas:

Communities depend on farmers, producers, and businesses to provide food and agricultural products. Successful businesses must understand customer needs, manage costs, market products effectively, and create a positive shopping experience.

Design and operate an agriculture-based market stand or school farmers market.

While the provided lesson plans work towards a culminating market day at the end



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of the 10-week period, it is entirely up to you if you want to do a 1-day event or recurring events throughout the duration of the challenge. Your design must:

- o Identify products customers are likely to purchase.
- o Create a business plan that includes a name, logo, and mission statement.
- o Develop a budget and determine pricing for products.
- o Design and construct a market stand or tablescape using recycled or purchased materials.
- o Create marketing materials to attract customers.
- o Track sales and customer preferences during Market Day(s).
Calculate revenue, expenses, and profit.
- o Evaluate business success and identify opportunities for improvement.

Possible products to sell:

- o Fresh fruits
- o Fresh vegetables
- o Herbs
- o Flowers
- o Value-added products made from agricultural commodities (ex. Goat's milk soap or beeswax-based lip balm)
- o School garden produce
- o Donated agricultural products
- o Educational agriculture displays

Suggested materials:

- o Cardboard
- o Recycled boxes
- o Poster board
- o Craft sticks
- o Paint and markers
- o Measuring tools
- o Calculators
- o Price labels
- o Flyers and advertising materials
- o Produce baskets or display containers
- o Digital tools for creating logos and advertisements (if applicable)

Things to consider:

- o Build a stand that stays within a budget.
- o Create a display that attracts customers.
- o Organize products for easy shopping.
- o Maximize product capacity while maintaining stability.
- o Design signs that clearly communicate prices and product information.
- o Develop a marketing strategy that increases customer participation.



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STEM Tie-Ins:

- Science
 - Investigating fruits, vegetables, and agricultural commodities
 - Exploring nutrition, plant production, and food systems
 - Understanding how environmental factors affect agricultural production
- Technology
 - Using spreadsheets or calculators to track expenses, sales, and profits.
 - Creating digital advertisements, logos, and promotional materials.
 - Collecting and analyzing customer survey data. (optional)
- Technology
 - Engineering a design and building a functional market stand or farmers market.
 - Applying the engineering design process to create, test, and improve prototypes (optional).
 - Evaluating structural stability, accessibility, and product display effectiveness.
- Mathematics
 - Creating budgets and calculating expenses.
 - Determining product pricing and profit margins.
 - Analyzing sales data using graphs and charts.
 - Using measurement skills when designing and constructing market stands.
- Economics & Entrepreneurship
 - Understanding supply and demand.
 - Learning how consumers and producers interact.
 - Making financial decisions based on costs, revenue, and profit.
 - Developing business plans and market strategies.

What does it take to create a successful farmers market in today's economy?

Through the 10-week challenge, students will engage in engineering, budgeting, marketing, data analysis, and entrepreneurship while applying STEM concepts to a real-world challenge. The unit guides the students through a 10-week lesson plan that centers around the economics behind owning and operating an agriculture-

based market stand or a farmers market.

Week 1: Understanding Markets and Entrepreneurship

Essential Question: What makes a successful farmers market?

Focus:

- Introducing the STEM Challenge
- What is a farmers market?



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- Producers vs. consumers
- Goods and services
- Needs vs. wants
- How businesses solve problems

Vocabulary:

- Producer
- Consumer
- Goods
- Commodity
- Services
- Needs
- Wants

Student Outcome: Students understand the purpose of a market and begin thinking like entrepreneurs.

STEM Focus: Economics and problem-solving

Week 2: Knowing Your Customer

Essential Question: Who are we selling to and what do they want?

Focus:

- Customer research
- Surveys and interviews
- Collecting and organizing data
- Consumer preferences

Student Outcome: Students gather customer data and identify potential products customers want.

STEM Focus: Data collection and analysis

Week 3: Agriculture and Product

Selection

Essential Question: What products should we sell?

Focus:

- Georgia agriculture
- Seasonal products



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- Food systems
- Product quality and nutrition
- Product availability

StudentOutcome: Students select products and justify why they are good choices.

STEM Focus: Agricultural science

Week 4: Branding and Business Identity

Essential Question: How can we make our business stand out?

Focus:

- Business names
- Logos
- Mission statements
- Brand identity
- Customer appeal

StudentOutcome: Students create a business identity for their market.

STEM Focus: Creativity, communication, technology

Week 5: Budgeting and Financial Planning

Essential Question: How can we make smart financial decisions?

Focus:

- Expenses
- Revenue
- Profit
- Opportunity cost
- Budget creation

StudentOutcome: Students develop a simple business budget.

STEM Focus: Mathematics and financial literacy

Week 6: Pricing and Supply Chain Decisions

Essential Question: How do businesses decide what to change?

Focus:

- Supply and demand



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- Pricing strategies
- Cost analysis
- Product sourcing
- Farm-to-market supply chains

StudentOutcome: Students determine product prices and calculate potential profits.

STEM Focus: Math and economics

Week 7: Engineering the Market Stand

Essential Question: How can we design a market stand that attracts customers?

Focus:

- Engineering design process
- Blueprint creation
- Measurement
- Materials selection
- Accessibility and organization

StudentOutcome: Students design their stand and create detailed plans.

STEM Focus: Engineering and geometry

Week 8: Construction, Testing, and Improvement

Essential Question: How can we improve our design?

Focus:

- Prototype construction
- Testing
- Gathering feedback
- Problem solving
- Redesign

StudentOutcome: Students build, test, and improve their market stand.

STEM Focus: Engineering design cycle

Week 9: Marketing and Customer Engagement



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Essential Question: How can we encourage customers to visit our market?

Focus:

- Advertising
- Promotional materials
- Social media concepts
- Signage
- Sales pitches

Student Outcome: Students develop a complete marketing campaign.

STEM Focus: Technology, communication, design

Week 10: Market Day, Business Analysis, and Reflection

Essential Question: Was our business successful?

Focus:

- Operating the market
- Recording sales
- Analyzing data
- Calculating profits
- Reflection and improvement

Student Outcome: Students evaluate business performance and present findings.

STEM Focus: Data analysis, mathematics, entrepreneurship

FINAL PROJECT SUBMISSION:

YouTube Video

Requirements

Each team must include:

A video of the journey that is no more than 5 minutes long.

Business name

A list of their products and why they were selected. (popularity, accessibility, nutrition, etc.)

Product Pricing

Budget



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Marketing Materials

Sales

Profit

What will you do with the funds?

Was the stand a success?

What you would do differently?

RESOURCES:

Books:

- *At the Farmers Market with Kids: Recipes and Projects for Little Hands* by Leslie Jonath and Ethel Brennan
- *The Carrot Seed* by Ruth Krauss
- *Growing Vegetable Soup* by Lois Ehlert
- *Farmers Market Day* by Shanda Trent
- *Let's All Go to the Farmer's Market* by Cydney Weingart
- *How Did That Get in My Lunchbox* by Chris Butterworth

Ag Magazine:

- [School Garden \(agfoundation.org/resources/school-garden-ag-mag\)](http://agfoundation.org/resources/school-garden-ag-mag)

Websites and Videos:

- [Farm to School Rocks! By Farm Aid](#)
- [USDA: The Patrick Leahy Farm to School Program](#)
- [10 Free Resources Exploring the Farmers Market](#)
- [The Magic School Bus: Gets Planted](#)

Local Resources or Contacts:

- Local Farmers Market
- County Extension Agent
- Chamber of Commerce
- Local Georgia Farm Bureau Office
- GFB Passport Participating Farms



Farmers Market Word Search

Find all of the agriculture and business vocabulary words hidden in the puzzle. Words may be horizontal, vertical, or diagonal.

B	S	P	Q	Q	F	B	Q	C	F	C	T	C	V	H	M	D	S	H	S
T	B	R	C	O	S	T	S	T	C	B	U	Y	N	V	S	S	Q	K	I
G	V	E	W	K	H	I	M	E	V	U	J	C	U	S	T	O	M	E	R
O	K	V	Y	C	A	O	T	S	D	C	R	G	Q	I	E	F	L	C	H
L	J	E	F	O	R	W	J	T	Z	U	Q	A	V	R	J	A	V	D	E
I	D	N	D	X	R	E	I	J	T	G	W	K	G	V	U	R	I	Q	P
I	B	U	C	U	N	I	B	A	K	Y	E	U	I	F	X	M	O	R	W
N	R	E	A	D	C	C	O	M	M	O	D	I	T	Y	W	E	H	G	E
V	E	G	E	T	A	B	L	E	S	P	R	S	E	L	L	R	A	O	B
L	S	R	E	N	E	B	J	L	R	Z	B	L	G	V	H	V	R	O	D
L	Y	R	N	T	X	E	H	O	F	Z	Z	F	N	A	F	X	V	D	K
Z	N	Z	V	X	Z	H	D	I	F	Z	S	E	R	V	I	C	E	S	W
D	M	C	O	N	S	U	M	E	R	B	P	H	G	P	O	L	S	J	Z
H	H	A	V	G	C	M	K	I	C	Y	I	L	U	R	Q	M	T	V	R
K	A	D	I	E	F	S	I	B	D	T	N	L	X	O	Z	K	N	T	Q
D	M	F	R	U	I	T	S	S	G	I	B	W	S	F	N	A	Q	Z	R
V	X	X	X	V	G	L	N	C	V	K	T	K	T	I	V	D	X	J	Q
J	V	N	M	A	R	K	E	T	K	M	W	J	A	T	R	E	G	N	V
M	V	X	F	T	S	J	B	U	D	G	E	T	N	M	R	A	J	J	G
N	Z	S	T	U	K	O	O	O	V	G	Q	P	D	Z	Z	X	F	V	C

Word Bank

Producer | Consumer | Goods | Services | Profit | Revenue | Costs | Market | Farmer | Budget | Fruits | Vegetables | Customer | Harvest | Commodity | Sell | Buy | Stand

Challenge Question

Circle the three vocabulary words that you think are the most important for running a successful farmers market. Explain why. _____



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Farmers Market Word Search ANSWER KEY

B	S	P	Q	Q	F	B	Q	C	F	C	T	C	V	H	M	D	S	H	S
T	B	R	C	O	S	T	S	T	C	B	U	Y	N	V	S	S	Q	K	I
G	V	E	W	K	H	I	M	E	V	U	J	C	U	S	T	O	M	E	R
O	K	V	Y	C	A	O	T	S	D	C	R	G	Q	I	E	F	L	C	H
L	J	E	F	O	R	W	J	T	Z	U	Q	A	V	R	J	A	V	D	E
I	D	N	D	X	R	E	I	J	T	G	W	K	G	V	U	R	I	Q	P
I	B	U	C	U	N	I	B	A	K	Y	E	U	I	F	X	M	O	R	W
N	R	E	A	D	C	C	O	M	M	O	D	I	T	Y	W	E	H	G	E
V	E	G	E	T	A	B	L	E	S	P	R	S	E	L	L	R	A	O	B
L	S	R	E	N	E	B	J	L	R	Z	B	L	G	V	H	V	R	O	D
L	Y	R	N	T	X	E	H	O	F	Z	Z	F	N	A	F	X	V	D	K
Z	N	Z	V	X	Z	H	D	I	F	Z	S	E	R	V	I	C	E	S	W
D	M	C	O	N	S	U	M	E	R	B	P	H	G	P	O	L	S	J	Z
H	H	A	V	G	C	M	K	I	C	Y	I	L	U	R	Q	M	T	V	R
K	A	D	I	E	F	S	I	B	D	T	N	L	X	O	Z	K	N	T	Q
D	M	F	R	U	I	T	S	S	G	I	B	W	S	F	N	A	Q	Z	R
V	X	X	X	V	G	L	N	C	V	K	T	K	T	I	V	D	X	J	Q
J	V	N	M	A	R	K	E	T	K	M	W	J	A	T	R	E	G	N	V
M	V	X	F	T	S	J	B	U	D	G	E	T	N	M	R	A	J	J	G
N	Z	S	T	U	K	O	O	O	V	G	Q	P	D	Z	Z	X	F	V	C

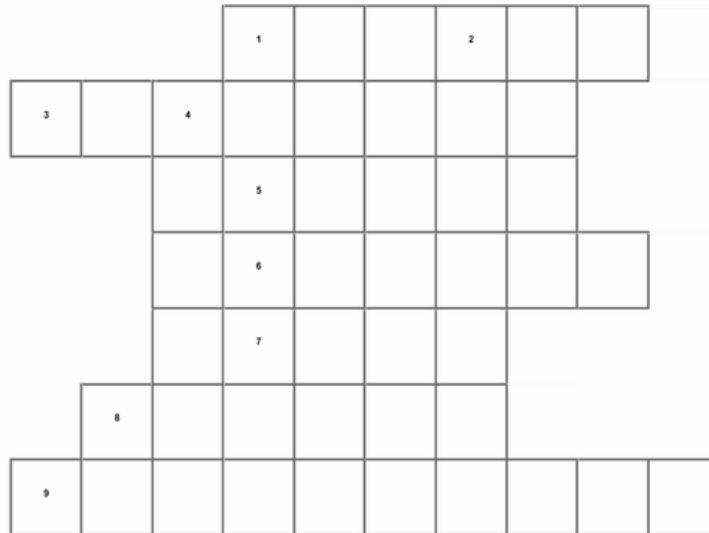


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Produce Crossword Challenge

Directions: Use the clues to complete the interlocking crossword. Write one letter in each outlined square. The open white space is not part of the puzzle.



Across

1. A vegetable that can be green, yellow, orange, or red.
3. A crunchy green vegetable often sliced for salads.
5. Georgia's most famous fruit.
6. A yellow summer vegetable.
7. A crop with kernels that grows on a tall stalk.
8. A red fruit often used in salads and salsa.
9. A large fruit with a green rind and red inside.

Down

2. A tree nut grown across Georgia.
4. A crunchy orange root vegetable.

Challenge Question: Which two fruits or vegetables from the crossword would you sell at your market stand, and why?



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Crossword ANSWER KEY

			1P	E	P	2P	E	R	
3C	U	4C	U	M	B	E	R		
		A	5P	E	A	C	H		
		R	6S	Q	U	A	S	H	
		R	7C	O	R	N			
	8T	O	M	A	T	O			
9W	A	T	E	R	M	E	L	O	N

Across 1. PEPPER | 3. CUCUMBER | 5. PEACH | 6. SQUASH | 7. CORN | 8. TOMATO | 9. WATERMELON

Down 2. PECAN | 4. CARROT



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Crack the Business Code

Directions: Use the codekey below to decode the secret message about creating a successful farmers market business.

Code Key

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Secret Message

16 12 1 14 / 2 5 6 15 18 5 / 25 15 21 / 19 5 12 12

Write Your Answer

Challenge

Now create your own secret business message using the code key.

My Secret Code:

Decoded Message:



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Crack the Business Code

Directions: Use the codekey below to decode the secret message about creating a successful farmers market business.

Code Key

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Secret Message

16 12 1 14 / 2 5 6 15 18 5 / 25 15 21 / 19 5 12 12

Write Your Answer

Challenge

Now create your own secret business message using the code key.

My Secret Code:

Decoded Message:

Crack the Business Code Teacher Answer Key

Secret Message: PLAN BEFORE YOU SELL



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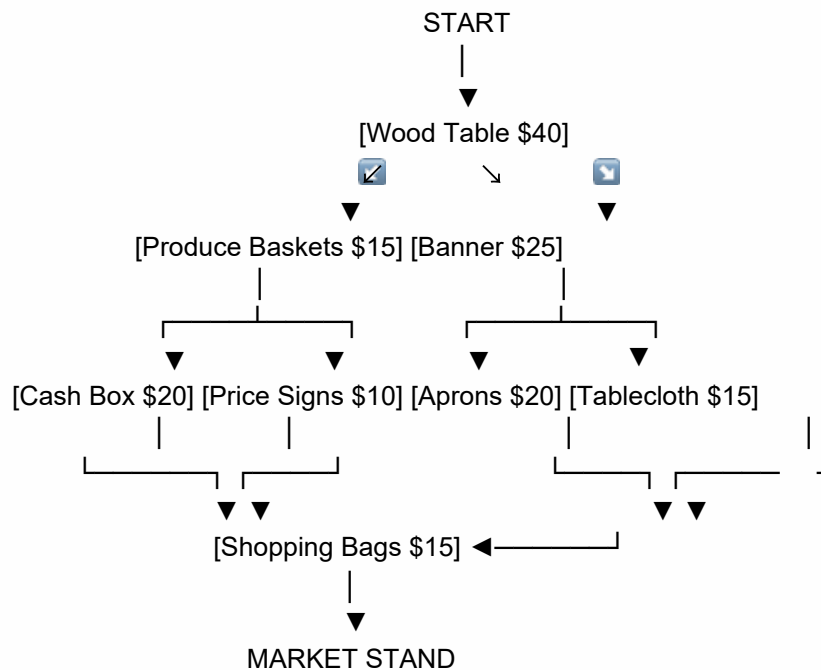
Budget Maze Challenge

Directions: Start at START and follow the arrows to reach the MARKET STAND. As you travel, add the cost of each item you pass. Choose a path that stays at or below the \$150 budget.

Supply List

Item	Cost
Wood Table	\$40
Produce Baskets	\$15
Cash Box	\$20
Banner	\$25
Price Signs	\$10
Tablecloth	\$15
Shopping Bags	\$15
Aprons	\$20

Budget Maze



My Budget

Item: _____ Cost: \$ _____

Item: _____ Cost: \$ _____

Item: _____ Cost: \$ _____



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Item: _____ Cost: \$ _____
Item: _____ Cost: \$ _____

Total Cost: \$ _____

Stayed within \$150? ☐ Yes ☐ No

Challenge Question

Which path did you choose and why?



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Teacher Notes

Multiple correct solutions are possible. Students should justify their path and ensure their total cost does not exceed \$150.



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Farmers Market Madness

J P O G I A N F P E H A P T N W C W J L B A W B
B H P R U O M R N Z W E O V L F C M M A G F E K
M U K F I N Z N O W A X F G T N T E K R A M R E
C Z R C L I M H Q C E C O N O M Y R I J C N L E
Z S W T M N M W H D G O C B J Z M C B Y U B P L
X U W O H A R V E S T O L M K A U V Z M A Q P O
G E K M C V M H R N R R J X V L T C Y T F D K S
J X H A D O W F K N A C E P T D Q U E C A Y H T
X D J T N P M Z V R F F Z U P R M G B H Y Z K R
J V I O N B I M G C K A R R W M E D T W K Q F A
R R H N D T A M O U T E R E Y V F C I I V G V W
X E E G G S C M T D D F A M A T T R U K U T D B
T D M I A P V X J E I P I T I A I V E D E R Y E
G B G U W N U M A B W T U F P N G P H S O V F R
L P L H S O Q W D L Q N Y N L R G S D J H R N R
P E F U I N D R S M A J P F X M O W D S X O P Y
A X X B E B O M D E W P L A I J C F U T L C I R
V T I J U B E C P G L U L W G U O N I E Y E I E
F W N S V A E A A W Y C Z X C P D K M T L E U U
S C C H O B F R G P S J U U V K I R N P N O Y Z
L N U C X J Y G R D K B M O T H E C P G L W W H
G K G Y F P M F G Y M B X O G T L A K H E Z Z X
C P D G X G H T J R E Q V E A V A F R L M T Z J
N Z A F G B R C S R E X R W Y V H E D Z E X T S

Agriculture | Apple | Blueberry | Commodity | Consumer | Corn | Cucumber | Economy | Eggs |
Farming | Fresh | Fruit | Harvest | Market | Peach | Peanut | Pecan | Pickle | Producer | Profit |
Strawberry | Tomato | Vegetable | Watermelon | Yummy



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Farmers Market Madness ANSWER KEY

J P O G I A N F P E H A P T N W C W J L B A W B
 B H P R U O M R N Z W E O V L F C M M A G F E K
 M U K F I N Z N O W A X F G T N T E K R A M R E
 C Z R C L I M H Q C E C O N O M Y R I J C N L E
 Z S W T M N M W H D G O C B J Z M C B Y U B P L
 X U W O H A R V E S T O L M K A U V Z M A Q P O
 G E K M C V M H R N R R J X V L T C Y T F D K S
 J X H A D O W F K N A C E P T D Q U E C A Y H T
 X D J T N P M Z V R F F Z U P R M G B H Y Z K R
 J V I O N B I M G C K A R R W M E D T W K Q F A
R R H N D T A M O U T E R E Y V F C I I V G V W
 X E E G G S C M T D D F A M A T T R U K U T D B
 T D M I A P V X J E I P I T I A I V E D E R Y E
 G B G U W N U M A B W T U F P N G P H S O V F R
 L P L H S O Q W D L Q N Y N L R G S D J H R N R
 P E F U I N D R S M A J P F X M O W D S X O P Y
 A X X B E B O M D E W P L A I J C F U T L C I R
 V T I J U B E C P G L U L W G U O N I E Y E I E
 F W N S V A E A A W Y C Z X C P D K M T L E U U
 S C C H O B F R G P S J U U V K I R N P N O Y Z
 L N U C X J Y G R D K B M O T H E C P G L W W H
 G K G Y F P M F G Y M B X O G T L A K H E Z Z X
 C P D G X G H T J R E Q V E A V A F R L M T Z J
 N Z A F G B R C S R E X R W Y V H E D Z E X T S



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Farmers Market Mix-Up

1. CRBUMUE C _____
2. ANI RG MF _____
3. LPEPA _____
4. AFMR SDTNA _____
5. F PO I T R _____
6. MCT I O O YMD _____
7. O PEDSURCR _____
8. ATMH _____
9. CO NR _____
10. PAUTEN _____
11. ENYO H _____
12. BLRBEYURE _____
13. BASW T RRYER _____
14. IONON _____



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Farmers Market Mix Up ANSWER KEY

1. CRUMUEC Cucumber
2. ANIRGMF Farming
3. LPEPA Apple
4. AFMR SDTNA Farm Stand
5. FPOITR Profit
6. MCTIOOYMD Commodity
7. OPEDSURCR Producers
8. ATMH Math
9. CONR Corn
10. PAUTEN Peanut
11. ENYOH Honey
12. BLRBEYURE Blueberry
13. BASWTRRYER Strawberry
14. IONON Onion



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Georgia Agriculture & Farmers Market Math Challenge

Georgia Farmers Market Math

Georgia farmers grow many delicious fruits, vegetables, nuts, and other foods. Use your math skills to help farmers and shoppers at the farmers market!

1. Sweet Georgia Peaches (3rd Grade)

A farmer picked **248 peaches** on Monday and **175 peaches** on Tuesday.

How many peaches did the farmer pick altogether?

Show your work:

Answer: _____

2. Watermelon Stand (3rd Grade)

A farmers market sold **95 watermelons** in the morning and **38 more** in the afternoon.

How many watermelons were sold that day?

Show your work:

Answer: _____

3. Blueberry Baskets (3rd–4th Grade)

A Georgia blueberry farm packs **8 baskets** with **12 cups** of blueberries in each basket.

How many cups of blueberries are packed?

Show your work:

Answer: _____

4. Corn on the Cob (4th Grade)

A farmer has **72 ears of corn**. They pack them equally into **9 boxes**.

How many ears of corn go in each box?

Show your work:

Answer: _____



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5. Buying Fresh Vegetables (3rd–4th Grade)

Emma buys:

- Tomatoes for \$6
- Cucumbers for \$4
- Sweet corn for \$8 She pays with a \$20 bill .

How much change should she receive?

Show your work:

Answer: _____

6. Georgia Peanut Harvest (4th Grade)

A peanut farmer harvested **145 pounds** on Monday, **163 pounds** on Tuesday, and **198 pounds** on Wednesday.

How many pounds of peanuts were harvested altogether?

Show your work:

Answer: _____

7. Apple Slices (4th Grade)

A basket has **24 apples**.

The market uses **$\frac{1}{4}$** of the apples to make samples.

How many apples are used for samples?

Show your work:

Answer: _____

8. Honey Jars (4th–5th Grade)

A beekeeper fills **36 jars of honey** each week.



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After selling **18 jars**, how many jars are left?

If each remaining jar sells for **\$9**, how much money could the beekeeper still earn?

Show your work:

Answer: _____

9. Farmers Market Visitors (5th Grade)

On Saturday morning, **286people** visited the farmers market.

In the afternoon, **174morepeople** visited.

If **125 people** bought peaches, **how many visitors did not buy peaches?**

Show your work:

Answer: _____

10. Georgia Produce Challenge (5th Grade)

A farmer brings:

- **18 baskets** of peaches
- Each basket has **24 peaches** The farmer sells **315 peaches**.

How many peaches are left?

Show your work:

Answer: _____

Bonus Challenge

A family buys:

- 3 baskets of peaches at **\$7 each**
- 4 bags of peanuts at **\$5each**



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- 2 jars of honey at **\$9 each** They pay with **\$100**.

How much change do they receive?

Show your work:

Answer: _____

Did You Know?

Georgia is known for growing many crops, including:

- Peaches
- Peanuts
- Blueberries
- Sweet Corn
- Watermelons
- Cucumbers
- Tomatoes

Buying fresh foods from local farmers helps support Georgia agriculture!



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Georgia Agriculture & Farmers Market Math Challenge

1. $248 + 175 = 423$

2. $95 + 38 = 133$

3. $8 \times 12 = 96$

4. $72 \div 9 = 8$

5. $20 - (6 + 4 + 8) = 2$

6. $145 + 163 + 198 = 506$

7. $24 \div 4 = 6$

8. $36 - 18 = 18$; $18 \times 9 = 162$

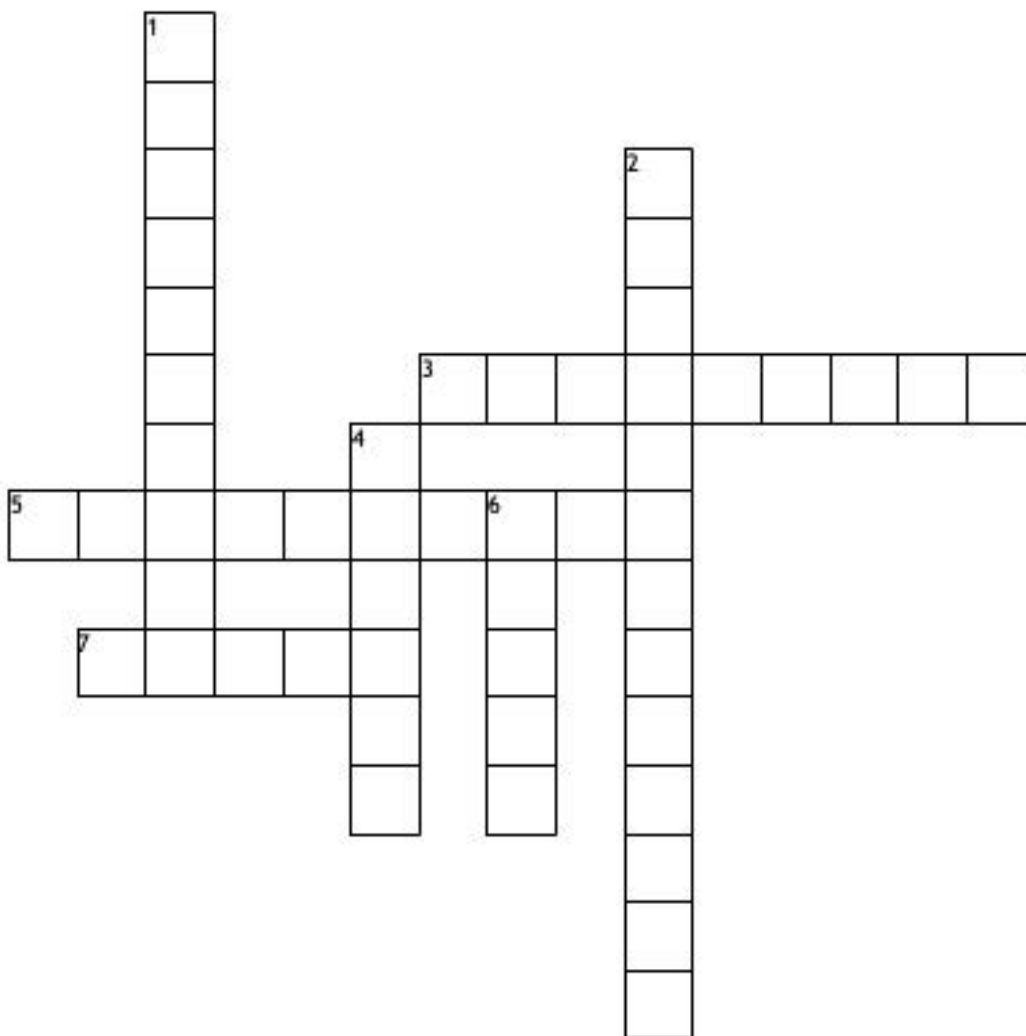
9. $(286 + 174) - 125 = 335$

10. $(18 \times 24) - 315 = 117$

11. *Bonus* $100 - ((3 \times 7) + (4 \times 5) + (2 \times 9)) = 41$



GAE Crossword



Across

3. What a farmer grows or raises that is used to make a product
5. I have three times more vitamin C than an orange
7. I am 89% water

Down

1. Although many are grown here in Georgia, I come from South Africa
2. A local place farmers go to sell their products
4. A legume that is often mistaken as a nut
6. I am the state nut

Word Bank

Peanut | Pecan | Commodity | Onion | Watermelon | Bell Pepper | Farmers Market



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GAE Crossword ANSWER KEY

Across 3: Commodity

Across 5: Bell Pepper

Across 7: Onion

Down 1: Watermelon

Down 2: Farmers Market

Down 4: Peanut

Down 6: Pecan



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Fall 2026 STEM Challenge Rubric – Farmers Market Madness

Category	Description	Points
Time Requirements	The video must be no longer than 5 minutes.	- Up to 5 minutes = 5 points - Over 6 minutes = 4 points - Over 7 minutes = 3 points - Over 8 minutes = 2 points - Over 9 minutes = 1 point
Delivery	Student's voices and video quality were clear and at an appropriate volume.	15 Points
Orderly Progress	Video flows from beginning to end with a clear introduction, main points, and conclusion.	20 Points
Researched Information / Coverage of Subject	The video demonstrates an understanding of planning and development of a farmers market stand, and the benefits and challenges involved in managing and operating the market. Additionally, submit a copy of your budget. Teams will not receive extra points for turning a profit	20 Points
Creativity	Get creative with your video! This could include video editing, artistic elements, out-of-the-box thinking, acting, costumes, storytelling, narration, text overlays, animations, visuals, audience engagement, and showcasing curiosity.	20 Points
Supportive Materials	The video must include photo or video footage of students throughout the challenge process.	20 Points
Total	Description	100 Points
Bonus Points	Ask an expert! Contact a community partner. If you are having trouble connecting with a community partner, please contact us for help! info@georgiaagexperience.org	Up to 4 extra points, 2 points for every community contact.

