



Garden Signs


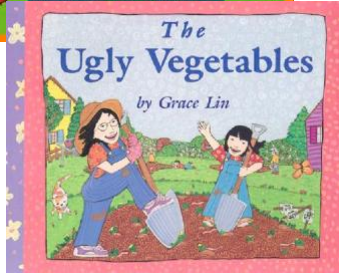
Standard
Connection:
ELA.W.PK4.1b
ELA.SL.PK4.1a
M.CC.PK4.4
S.ES.PK4.3b
S.T.PK4.3
SS.FC.PK4.6b
PD.FM.PK4.1
PD.FM.PK4.4
VA.CR1a.2.PK
VA.RE7.2.PK

Enduring Understanding(s):

- Living things grow and have life cycles.
- Living things need food, water, and proper conditions to survive and thrive.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Zinnia's Flower Garden</i> • <i>The Ugly Vegetables</i> • variety of paper • craft sticks • adhesives • writing and drawing utensils • images of garden signs (see Resources) • Beautiful Stuff 	<p>crop: a group of plants planted together, usually fruits or vegetables</p> <p>garden: an area where fruits, flowers, or vegetables are grown</p> <p>label: gives information about what is planted</p> <p>row: straight line</p> <p>seed: used to make a new plant</p> <p>sign: a written label or direction</p> <p>soil: dirt for growing plants</p>	 

Intro to Centers	
Preparation: Set up materials.	
"In <i>Zinnia's Flower Garden</i> and in <i>The Ugly Vegetables</i> , Zinnia, the girl, and her mother planted gardens . What do you notice?"	Show illustrations. Children respond.
"Here are images of other gardens . What do you notice?"	Show images. Children respond.
"After the gardeners planted seeds in rows and covered them with soil , what do you notice?"	Children respond.
"Why did the gardeners place signs in their gardens ?"	Children respond.
" Garden signs convey - tell - information. What do you notice?"	Children respond.
"The garden signs have drawings, words, and symbols."	Show illustrations.
"Today in Creative Writing, you can create garden signs for the garden you planted or for your pretend garden in Blocks."	Show materials.

During Centers:

Encourage children to collaborate, e.g.; one child draws a picture; another child writes the words. Encourage children to use Beautiful Stuff. Encourage children to sell their garden signs in the Garden Center. Compare and contrast children's garden signs to illustrations/images/their friend's signs.

Guiding Questions during Centers:

- How are garden signs helpful?
- How are your garden signs similar to or different from the illustrations/images/your friends' signs?
- How are garden signs similar to or different from store/traffic signs?
- How is a garden sign similar to or different from a map?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to create garden signs with information, e.g., "Please don't pick the flowers," "Remember to water the plants," etc.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children together for collaboration. Provide a variety of Beautiful Stuff to meet the children's fine motor and sensory needs. Provide a Venn diagram and manipulatives to help children compare and contrast.