



Garden Signs

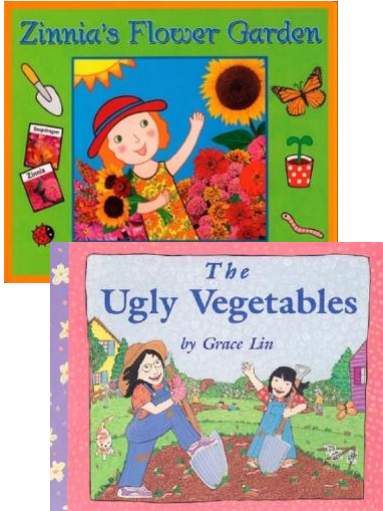
Standard Connection:
 RL.PK.1-7,10
 RI.PK.7
 SL.PK1-4,6
 L.PK,1d,5a,c,6
 PK.MD.4

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

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.