



Researching City Gardens

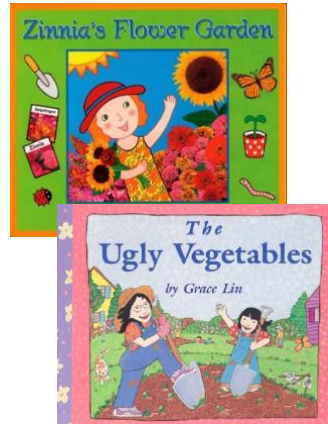
Standard Connection:
 RL.PK.1-7,10
 RI.PK.7
 SL.PK1-4,6
 L.PK,1d,5a,c,6
 PK.MD.4

Enduring Understanding(s):

- People impact their environments in different ways.
- 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?
- How do living things respond and adapt to their environments?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Zinnia's Flower Garden</i> • <i>The Ugly Vegetables</i> • images of city gardens (see Resources) • paper • blank books • clipboards • writing utensils 	<p>city: not in the country; urban</p> <p>crop: a group of plants planted together, usually fruits or vegetables</p> <p>neighbor: someone who lives beside or near you</p>	<p>garden: an area where fruits, flowers, or vegetables are grown</p> <p>plot: a small piece of land</p> <p>urban: city</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 urban - city - gardens . What do you notice?"	Show images. Children respond.
" City gardens can be community gardens - big gardens that neighbors share. City gardens can be public gardens . Public gardens belong to everyone in the city . How is a public garden similar to or different from a community garden ?"	Children respond.
"Community gardens are usually divided into plots - smaller gardens for neighbors to plant their flowers or crops ."	
"Today in Library and Listening, you can use these materials to research and document information about city gardens ."	Show materials.

During Centers:

Encourage children to use their research to create city gardens in Blocks and/or with Beautiful Stuff. Compare city gardens in research to the illustrations in *The Ugly Vegetables* and *Zinnia's Flower Garden*. Compare and contrast city gardens to habitats/woodlands/neighborhoods. Encourage children to graph survey results, "What would you have in a public garden?"

Guiding Questions During Centers:

- How are city gardens similar to or different from the gardens in the illustrations/neighborhoods/woodlands/habitats?
- How are city gardens cared for?
- How does the design of a city affect the design of city gardens?
- How can you use your research to create gardens in Blocks with Beautiful Stuff?

Thinking and Feedback:

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

Documentation:

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

Provocation:

Arrange and document a field trip to a city garden. Invite a community or family gardener to visit the classroom as an expert the children can interview.

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, provide blocks of various sizes and weights to meet the children's fine motor needs. A pre-made graph form and manipulatives may be helpful for some students to create a graph of their survey results.