



# Building a Garden

Standard Connection:

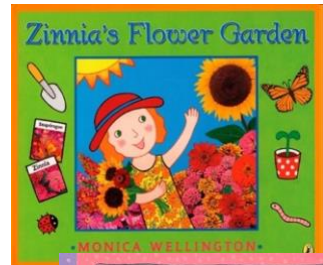
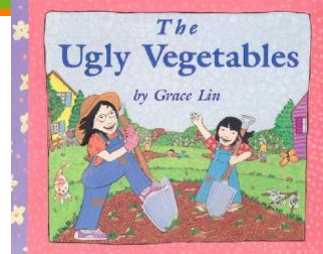
ELA.W.PK4.5  
ELA.SL.PK4.1  
M.MD.PK4.3  
M.G.PK4.5  
S.PS.PK4.3  
S.PS.PK4.3a  
SS.OW.PK4.3  
SS.OW.PK4.5  
PD.FM.PK4.5  
VA.CR2a.1.PK  
VA.CN11.1.PK

## 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?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Zinnia's Flower Garden</i></li> <li>• <i>The Ugly Vegetables</i></li> <li>• variety of blocks</li> <li>• writing utensils</li> <li>• variety of paper</li> <li>• garden inspirations from Creative Arts</li> <li>• garden signs from Creative Writing</li> <li>• tape</li> <li>• Beautiful Stuff</li> <li>• images of community gardens (see Resource)</li> </ul>	<p><b>crop:</b> plant product that is grown and used for food or materials</p> <p><b>garden:</b> a section of ground where herbs, fruits, flowers, or vegetables are grown</p> <p><b>plant:</b> a living thing that grows using sun for food</p> <p><b>plot:</b> an area of land/space</p> <p><b>row:</b> items arranged in a line</p> <p><b>seed:</b> part of a plant that grows into a new plant</p>	 

Intro to Centers	
<b>Preparation:</b> <i>Set up materials.</i>	
"In <i>Zinnia's Flower Garden</i> and in <i>The Ugly Vegetables</i> , Zinnia, the girl, and her mother <b>planted seeds</b> . What do you notice?"	Show illustrations. <b>Children respond.</b>
"Zinnia <b>planted</b> a flower <b>garden</b> . The girl and her mother <b>planted</b> a vegetable <b>garden</b> . What do you notice?"	Show illustrations. <b>Children respond.</b>
"Here are images of community <b>gardens</b> in the city. What do you notice?"	Show images. <b>Children respond.</b>
"The <b>gardens</b> are different sizes, with different <b>crops</b> . The <b>crops</b> are <b>planted</b> in <b>rows</b> - straight lines - and labeled with signs. The community <b>gardens</b> are made up of smaller <b>plots</b> . The <b>gardeners</b> use tools like watering cans, hoes, and rakes to care for their <b>gardens</b> ."	<b>Children respond.</b>
"Today in Blocks, you can build a <b>garden</b> with these materials."	Show materials.
"How can you use your <b>Garden</b> Inspirations and <b>Garden</b> Signs to help you build your <b>garden</b> ?"	Show children's work. <b>Children respond.</b>

### **During Centers:**

Encourage children to create a plan for their garden. Encourage children to create tools and props with Beautiful Stuff. Compare and contrast children's gardens to illustrations/images/each other's. Compare and contrast gardens to woodlands/farms. Encourage children to sell their garden crops in the Garden Center. Encourage transport of their plants/crops from their garden to sell at the Garden Center.

### **Guiding Questions During Centers:**

- How is your garden similar to or different from the illustrations/images/your friends' gardens?
- How did you create tools to care for your garden?
- How are gardens similar to or different from woodlands/farms?
- How can you transport crops to the Garden Center?

### **Thinking and Feedback:**

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

### **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:**

Invite gardeners from the community/children's families to the classroom. Arrange and document a field trip to a local garden.

### **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 a variety of materials to meet students' fine motor and sensory needs. Provide picture cards of garden tools and props to help students make their own.