



Garden Center

Standard Connection:
 ELA.RL.PK4.4a
 ELA.W.PK4.1a
 M.OA.PK4.1
 M.MD.PK4.3
 S.ES.PK4.3b
 S.T.PK4.1
 SS.OA.PK4.3
 SS.OW.PK4.4
 PD.FM.PK4.4
 PD.FM.PK4.5
 TH.CR1b.1.PK
 TH.PR6a.1.PK

Enduring Understanding(s):

- Living things need food, water, and proper conditions to survive and thrive.
- Living things are part of interdependent systems.

Essential Question(s):

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

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>Zinnia's Flower Garden</i> • <i>The Ugly Vegetables</i> • Beautiful Stuff • pretend or real: gardening tools, flowers/plants • flowerpots or containers • seed packets • cash register • small baskets or shopping bags • images of garden centers (see Resource) • writing and drawing utensils paper, tape 	<p>cashier: a person in charge of money</p> <p>clerk: a person whose job is to keep records</p> <p>customer: a person who buys something</p> <p>garden (center): a store that sells seeds, soil, and gardening tools</p>	<p>nursery: a place where plants, trees, flowers are grown for sale</p> <p>section: a specific area</p> <p>seed: part of a plant that grows into a new plant</p> <p>soil: a mixture of minerals, water, air, and organic matter</p>
	Books	

Intro to Centers	
<p>Preparation: <i>Set up materials.</i></p>	
<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>“Zinnia planted flowers. The girl and her mother planted vegetables. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Here are images of garden centers - stores that sell seeds, soil, and gardening tools. What do you notice?”</p>	<p>Show images. Children respond.</p>

<p>“Customers can find flowers and plants in the nursery section of the garden center. Soil is in this section. Tools and signs are in this section.”</p>	<p>Point out sections of the garden center.</p>
<p>“Today, in Dramatic Play, you can create a garden center with these materials. You can pretend to be a customer, a cashier, or a clerk.”</p>	<p>Show materials.</p>

During Centers:

Support children in role-playing, e.g., customer, clerk, cashier, etc. Support children in creating labels and signs. Encourage children to create pretend money. Encourage children to transport and sell crops from *Building a Garden*. Encourage children to create maps of their garden center. Compare and contrast garden centers to hardware/grocery/department stores.

Guiding Questions During Centers:

- How did you organize the sections of your garden center?
- How did you decide what role(s) to play?
- How is a garden center similar to or different from a hardware /grocery/department store?
- How is a map of your garden center helpful to a customer?

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:

Arrange and document a field trip to a locally owned garden center, Wal-Mart Garden Center, Lowe’s Garden Center, 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, provide examples of labels, signs, and pretend money for the children to use as a guide. Include writing materials of various sizes and shapes. Provide a variety of ideas for transporting their crops that meet children’s motor needs, such as a rolling chair, small wagon, or containers with casters.