



Building a Garden

Standard Connection:

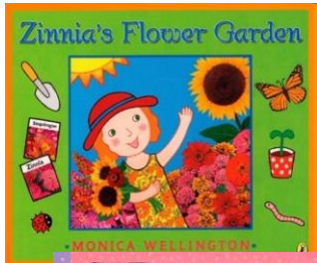
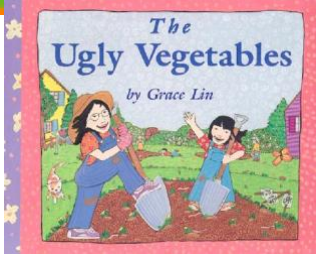
- ELA.W.PK4.5
- ELA.SL.PK4.1
- M.MD.PK4.3
- M.G.PK4.5
- S.PS.PK4.3
- S.PS.PK4.3a
- SS.OW.PK4.3
- SS.OW.PK4.5
- PD.FM.PK4.5
- VA.CR2a.1.PK
- VA.CN11.1.PK

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"> • <i>Zinnia's Flower Garden</i> • <i>The Ugly Vegetables</i> • writing utensils • paper • children's Garden Inspirations and Garden Signs • tape • Beautiful Stuff • variety of blocks • images of community gardens (see Resource) 	<p>crop: plant product that is grown and used for food or materials</p> <p>garden: a section of ground where herbs, fruits, flowers, or vegetables are grown</p> <p>plant: a living thing that grows using sun for food</p> <p>plot: an area of land/space</p> <p>row: items arranged in a line</p> <p>seed: part of a plant that grows into a new plant</p>	 

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

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.