# Community Gardens

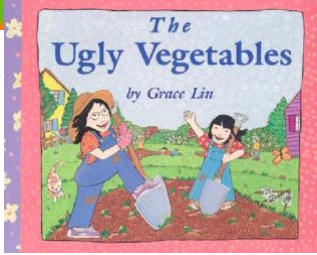**Enduring Understanding(s):**
- Living things are part of interdependent systems.

**Essential Question(s):**
- How do people impact the environment in positive or negative ways?

| Materials | Vocabulary | Books |
|---|---|---|
| • *Zinnia's Flower Garden* <br> • *The Ugly Vegetables* <br> • butcher paper <br> • writing and drawing utensils <br> • Beautiful Stuff <br> • adhesives <br> • images of community gardens (see Resource) <br> • children's Above and Below Garden Soil | **above:** in a higher place <br><br> **below:** in a lower place <br><br> **community garden(-er):** big gardens made of small garden plots planted close together <br><br> **crop:** plant product that is grown and used for food or materials <br><br> **plot:** an area of land/space <br><br> **soil:** dirt for growing plants | |

## Intro to Centers

| Preparation: *Set up materials.* | |
|---|---|
| "In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother planted gardens. What do you notice?" | **Show illustrations. Children respond.** |
| "Here are images of **community gardens** - big gardens made of small garden **plots** planted close together. What do you notice?" | **Show images. Children respond.** |
| "There are different plants in the gardens. The **community garden** is shared by many **gardeners**." | **Show images.** |
| "Today in Creative Arts, you can collaborate to create a **community garden** with these materials. What do you notice?" | **Show materials. Children respond.** |
| "After you create **garden plots** with your **Above** and **Below** Soil work, what can you add to the **community garden**?" | **Arrange Above and Below Soil in a horizontal line. Children respond.** |

**During Centers:**

Compare and contrast a community garden to a neighborhood/habitat/classroom. Encourage children to collaborate, e.g., one child paints, and another child adheres materials to the garden. Encourage children to create labels, signs, and maps of their gardens. Encourage children to use the Community Garden as a backdrop in Blocks or Dramatic Play. Encourage children to graph data about their community garden, e.g., the number of vegetables/flowers and the number of animals above/below the soil. Encourage children to use research from Researching a City Garden.

**Guiding Questions During Centers:**

- How is the community garden similar to or different from a neighborhood/ habitat/ classroom?
- How are underground insects/ animals similar to or different from nocturnal animals?
- What signs will you create for the community garden, e.g., 'Please don't touch the crops,' crop names: 'cucumbers'?
- How can you use a graph to show information about your garden?

**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 a community gardener to visit the classroom.

**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 writing materials to meet the children's fine motor and sensory needs. Provide a pre-made format of a graph and manipulatives to help students graph their information.