



Who Works in Public Gardens?


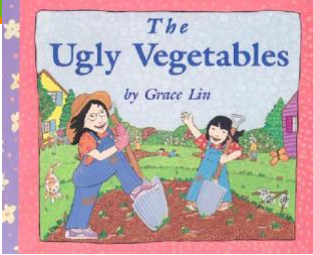
Standard Connection:
 ELA.RL.PK4.5
 ELA.W.PK4.1,1a,1b,1c
 M.MD.PK4.3
 S.ES.PK4.1
 S.LS.PK4.3
 SS.FC.PK4.1
 SS.OW.PK4.5
 PD.FM.PK4.4
 PD.FM.PK4.5
 TH.PR6a.1.PK

Enduring Understanding(s):

- People impact their environments in different ways.

Essential Question(s):

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

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Community Soup</i> • <i>Zinnia's Flower Garden</i> • <i>The Ugly Vegetables</i> • <i>Who Works in a Public Garden?</i> (see Resource) • blank books • writing and drawing utensils • paper • clipboards 	<p>arborist: a person who takes care of trees</p> <p>community garden(-er): a garden shared and taken care of by many people who live close together</p> <p>park ranger: a person who protects parks and the people who visit them</p> <p>public garden: a garden for public education and enjoyment</p> <p>tour guide: a person who gives others information about a place</p>	 

Intro to Centers	
Preparation: Set up materials.	
"In <i>Community Soup</i> , Kioni and her neighbors planted a garden . What do you notice?"	Show Illustrations. Children respond.
"Kioni and the neighbors shared the land and took care of their community garden together."	
"Here are images of public gardens . How are community gardens similar to or different from public gardens ?"	Show images. Children respond.
" Community and public gardens belong to and are cared for by more than one person. Community gardens are smaller than public gardens ."	
"Today in Library and Listening, you can use research who takes care of public gardens ."	Show materials.
"This book is called <i>Who Works in a Public Garden</i> ? What do you notice?"	Show book. Children respond.
"Many people work together to take care of public gardens ."	

During Centers:

Compare and contrast private/community gardeners in *Zinnia's Flower Garden/The Ugly Vegetables/Community Soup* to arborists, park rangers, tour guides, etc., in public gardens. Encourage children to role-play public garden jobs in Dramatic Play and Blocks. Encourage children to create a survey question from their research ("What Public Garden Job Would You Like to Do?"). Compare and contrast public garden workers to night workers.

Guiding Questions During Centers:

- How are public gardens similar to or different from private/community gardens?
- How are workers in public gardens similar to or different from night workers?
- How is a public garden similar to or different from a museum?
- How does your research help you play the role of _____ (park ranger/arborist/tour guide, etc.)?

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 local public garden/playground/greenspace. Invite a community/family member who works for a park/recreation department to 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, provide pictures of various workers to help children compare/contrast.