



# The Boston Public Garden

Standard Connection:

- ELA.RL.PK4.7
- ELA.W.PK4.1c
- M.MD.PK4.3
- M.G.PK4.4
- S.ES.PK4.2b
- S.ES.PK4.3b
- SS.OW.PK4.5
- PD.FM.PK4.4
- PD.FM.PK4.5

**Enduring Understanding(s):**

- Living things are part of interdependent systems.

**Essential Question(s):**

- How do living things respond and adapt to their environments?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Make Way for Ducklings</i></li> <li>• images of the Boston Public Garden (see Resource)</li> <li>• Beautiful Stuff</li> <li>• toy animals</li> </ul>	<p><b>construct:</b> to build or make</p> <p><b>duckling:</b> a baby duck</p> <p><b>island:</b> an area of land surrounded by water</p> <p><b>predator:</b> an animal who eats other animals</p> <p><b>public garden:</b> a garden anyone can visit</p> <p><b>raise:</b> to help grow up</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
<p>"In <i>Make Way for Ducklings</i>, Mr. and Mrs. Mallard raised their <b>ducklings</b> on an <b>island</b> in the Boston <b>Public Garden</b>. Why was the <b>Public Garden</b> a good place to <b>raise</b> their <b>ducklings</b>?"</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>"The <b>public garden</b> was a safe habitat - a place to live. The Mallards were safe from <b>predators</b> - animals that eat other animals."</p>	
<p>"Here are images of the Boston <b>Public Garden</b>. What do you notice?"</p>	<p>Show images and documentation of children's Boston Public Garden from Blocks, Week 3. <b>Children respond.</b></p>
<p>"How are the images of the Boston <b>Public Garden</b> and your work in Blocks similar to or different from the illustrations in <i>Make Way for Ducklings</i>?"</p>	<p><b>Children respond.</b></p>
<p>"Today in Science, how can you use these materials to <b>construct</b> the Boston <b>Public Garden</b>?"</p>	<p>Show materials. <b>Children respond.</b></p>

### **During Centers:**

Encourage children to collaborate (one child draws a plan, another child constructs). Encourage children to use Beautiful Stuff to create props, such as cars and bicycles. Encourage children to label and map their public gardens. Encourage children to act out *Make Way for Ducklings* in the Science Table.

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

- How did you collaborate to create the Boston Public Garden?
- How did you use Beautiful Stuff to create the Boston Public Garden?
- How is your Public Garden similar to or different from other public gardens (the public gardens in *Who Works in a Public Garden* (see Resource - Week 2)?
- How did you label the parts of your public garden?

### **Thinking and Feedback:**

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

### **Documentation:**

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Arrange and document a field trip to a public garden/park. Compare and contrast the public garden to neighborhood gardens/parks.

### **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 children answer Guiding Questions. During Centers, strategically partner children together for collaboration. Provide a variety of Beautiful Stuff to meet the children's fine motor and sensory needs. Provide example maps and labels for children to use for reference.