Unit 09: Gardening

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

The "Gardening Study" is designed for children, focusing on various aspects of gardening, nature, healthy living, and family engagement. The unit aims to explore questions like what grows in a garden, how plants grow, who helps gardens, and how to celebrate learning about the natural world. Activities are categorized into daily themes such as story time, movement, outdoor exploration, creative projects, family time, and healthy habits, providing a diverse and interactive learning experience.

Essential Questions

• What is something that grows out of the ground?

• What grows in a garden?

• What shape would you like your garden to have?

• What is a garden?

• What would you like to add to your garden?

• What is a fruit or vegetable that you like to eat?

• What helps you grow big and strong?

• Can you make a pattern with things you find in the garden?

• Where does this item belong? (Item/toy from your home)

• What plant or seed would you like to plant in the garden?

• What shape is your yard?

• Do you have a fence around your yard? (If yes, ask what it's made out of?)

• What is a food that you like to eat?

• Can you match a fruit or vegetable to each color in the rainbow?

• What can you do with a pumpkin seed?

• What do plants need to grow?

• Who lives in soil?

• What insect can you find in your garden?

• What shapes are the leaves of the tree closest to your home?

• What would you ask a gardener if you met one?

• What activities do you enjoy?

• Can a plant grow without soil?

• Is there any food growing in your garden?

• What toys or materials do you share with your family?

• What do you do with this? (Display a kitchen item)

• What is growing in your garden?

• Do you have a fruit tree close to your home? (Which kind?)

• Which part of this food can you eat? (Display a fruit or vegetables)

• What would you like to teach your family about gardening?

• What was your favorite part of the study?

Enduring Understandings

• Gardens are living spaces where plants grow, providing food and natural beauty

• Plants have specific needs such as water, sun, and soil to thrive

• Nature is diverse and interactive, encompassing various living things like insects and the processes of growth and change

• Gardening is a process that involves planning, observation, and ongoing care

• Healthy eating habits are closely linked to the fruits, vegetables, and other produce grown in gardens

• The natural world is full of different shapes, colors, and textures to explore and appreciate

• Learning can be a collaborative and shared experience involving family and community

Students Will Know

• The names of various fruits, vegetables, and plants that grow in a garden

• The basic requirements for plant growth, including water, sunlight, and soil

• Different parts of plants and trees, such as leaves and fruits

• Common insects and other living creatures found in garden environments and soil

• The connection between garden produce and healthy eating habits

• Basic hygiene practices, including proper hand washing and brushing teeth

• Shapes and colors as they appear in natural objects and produce

Students Will Be Skilled At

• Observing and identifying various plants, insects, and natural phenomena in their environment

• Comparing and contrasting the physical properties of items, such as shapes, sizes, and colors

• Counting items like plants or small objects

• Engaging in the planting process of seeds or beans

• Creating and drawing garden-related art, structures, and designs

• Participating in various movement activities, including action patterns, hopscotch, yoga, balancing, jumping, and dance

• Measuring environmental factors like rain or the size of garden areas

• Caring for plants through activities like watering and weeding

• Singing and reciting songs related to health and hygiene

• Engaging in imaginative play, such as creating a pretend market or garden

• Communicating their observations, ideas, and learning experiences

• Utilizing various materials for creative expression and construction

Evidence/Performance Tasks

• Documenting their daily answers to the "Question of the Day Board"

• Drawing a garden and planning its layout

• Creating tangible items such as a guessing jar, a garden fence, paper flowers, sunshades, recycled planters, garden signs, pretend bugs, friendship cards, or pretend money

• Taking and sharing pictures of what is growing in their garden or yard

• Displaying kitchen items related to garden produce and discussing them

• Developing a menu that incorporates garden-grown items

• Assembling a "study book" that compiles questions, pictures, and artwork from the unit.

• Conducting an interview with family members about their favorite parts of the study

• Showcasing pride in their gardening efforts and accomplishments

• Drawing or painting a fruit or vegetable, or a family meal

• Preparing a "Garden Dish" such as a salad, fruit salad, or salsa.

• Reviewing and discussing photos of their past activities

• Engaging in conversations to share observations and understanding

Learning Plan

• Story Time: Incorporates a variety of stories and videos related to gardens, plants, and nature, such as "The Little Red Hen," "The Tiny Seed," "The Very Hungry Caterpillar," "It's Our Garden," "Grandpa's Garden," "Eating The Alphabet," "And Then It's Spring," "Seeds Go, Seeds Grow," "Gus Plant & Seed," "Lola Plants A Garden," and "The Book Tree"

• Let's Move!: Features physical activities like action patterns (sit, stand, clap, stomp), creating and navigating obstacle courses, playing hopscotch, engaging in color hunts, Simon Says, yoga, balancing exercises, jumping activities, dance movements, walking backwards, hide and seek, and hand/feet movements.

• Take It Outside!: Encourages outdoor exploration and observation, including planting seeds or beans, counting plants, observing leaves, taking pictures of sun changes, collecting and measuring rain, adding garden signs, finding insects or worms, tending to the garden (watering, weeding), identifying fruits/vegetables, checking plants for damage, and using gardening tools.

• Let's Make Something: Involves hands-on creative projects such as making a guessing jar, drawing a garden, building a garden fence, creating a flower or sunshade, collecting and decorating planters, making garden signs, creating a bug, making friendship cards, creating pretend money, a study book cover, and pictures of

plants.

• Family Time: Promotes family engagement through activities like playing board games, reviewing photos, completing puzzles, having dance parties, discussing book characters, sharing toys and materials, eating meals together, looking at family albums, creating family recipes, watching movie nights, and activities like "Come play with me," "Follow the Leader," and "Helping Each Other"

• Healthy Habits: Focuses on personal hygiene and well-being, featuring hand washing songs ("Mary Had a Little Lamb," "If You're Happy And You Know It," "Row, Row, Row Your Boat," "ABC," "Scrub Your Palms") and brushing teeth songs. Also includes activities like "Flower to Fruit," "Herb," "Favorite Garden Food," "Root Vegetable," "Make a Garden Dish," and calming breathing techniques ("Smell the Flower," "Roller Coaster," "Hot Chocolate," "Blow a hot air balloon," "Smell Flower, Blow Candle")

Materials

MATERIALS

• Containers: Jars, plastic containers, fruit cups, food cans, milk jugs

• Craft/Art Supplies: Chalk, masking tape, popsicle sticks, pipe cleaners, fabric, cardboard, boxes, crayons, markers, paint, collage materials, cotton balls, soil, paper, glue, recycled materials, playdough

• Learning Tools: Small items for counting, blocks, legos, draw utensils

• Garden-Related Items: Pumpkin seed, gardening tools (spade, rake), dirt/soil, water

• Food Items: Fruits, vegetables, ingredients for recipes (salad, fruit salad, salsa), popcorn, apple slices

• Household Items: Kitchen items for display, toys for sharing.

• Personal Care Items: Toothbrush, toothpaste (implied by brushing teeth activities)

• Other: Bubbles, candle (for breathing exercises)

Standards

I. Social/Emotional Development

- Standard 0.1: Children demonstrate self-confidence.

0.1.1 Express individuality by making independent decisions.

0.1.2 Express ideas for activities and initiate discussions.

0.1.3 Actively engage in activities and interactions with teachers and peers.

- Standard 0.2: Children demonstrate self-direction.

0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

0.2.2 Demonstrate self-help skills.

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

- Standard 0.3: Children identify and express feelings.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

- Standard 0.4: Children exhibit positive interactions with other children and adults.

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers.

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive.

II. Language Arts Literacy

- Standard 1.1: Children participate in conversations and discussions.

1.1.1 Engage in conversations about familiar topics.

1.1.2 Ask and answer questions related to the topic.

- Standard 1.2: Children comprehend and use new vocabulary.

1.2.1 Use new vocabulary related to the topic.

1.2.2 Understand and follow multi-step directions.

- Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

1.3.1 Play roles observed through life experiences.

1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

- Standard 1.4: Children demonstrate emergent reading skills.

1.4.1 Show interest in books and print materials.

- Standard 1.5: Children demonstrate emergent writing skills.

1.5.1 Use drawing and writing to express ideas.

III. Mathematics

- Standard 3.1: Children use numbers and counting.

3.1.1 Count with understanding and recognize how many are in a set.

- Standard 3.2: Children identify and describe shapes.

3.2.1 Identify and describe two- and three-dimensional shapes.

3.2.2 Understand and use positional words.

- Standard 3.3: Children compare and measure.

3.3.1 Compare and order objects by length, size, weight.

3.3.2 Use non-standard units to measure.

- Standard 3.4: Children sort and classify objects.

3.4.1 Sort and classify objects based on one or more attributes.

- Standard 3.5: Children recognize and create patterns.

3.5.1 Recognize and extend simple patterns.

IV. Science

- Standard 4.1: Children explore and investigate the natural and physical world.

4.1.1 Observe and describe objects and events.

4.1.2 Ask questions about observations.

4.1.3 Conduct simple investigations to answer questions.

4.1.4 Make predictions and test them.

- Standard 4.2: Children understand properties of objects and materials.

4.2.1 Identify and describe properties of objects.

4.2.2 Explore how objects can be changed.

- Standard 4.3: Children understand basic concepts of force and motion.

4.3.1 Explore different ways objects move.

4.3.2 Understand that forces cause changes in motion.

- Standard 4.4: Children understand concepts related to structures and engineering.

4.4.1 Explore how structures are built and designed.

4.4.2 Use tools and materials to design and build.

V. Health, Safety, and Physical Education

- Standard 2.2: Children demonstrate large motor skills.

2.2.1 Demonstrate locomotor skills.

2.2.2 Demonstrate non-locomotor skills.

2.2.3 Demonstrate manipulative skills.

- Standard 2.3: Children demonstrate small motor skills.

2.3.1 Develop eye-hand coordination.

2.3.2 Demonstrate fine motor skills.

VI. Visual and Performing Arts

- Standard 5.1: Children express themselves through and develop an appreciation of dramatic play and storytelling.

5.1.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

- Standard 5.2: Children express themselves through and develop an appreciation of the visual arts.

5.2.1 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

VII. Social Studies, Family, and Life Skills

- Standard 6.1: Children understand themselves and their families.

6.1.1 Share information about themselves and their families.

- Standard 6.3: Children understand their community.

6.3.1 Explore and identify places and people in their community.

6.3.2 Understand the roles of community helpers.

- Standard 6.4: Children demonstrate problem-solving skills.

6.4.1 Identify a problem and generate possible solutions.

6.4.2 Use materials and resources to solve problems.

VIII. Technology

- Standard 8.1: Children use technology tools for learning and communication.

8.1.1 Explore and use various technological tools.

Suggested Strategies for Modifications

Using a variety of hands-on activities, movement, small group options, visual activities, along with discussions to support diverse learners and learning styles. Students experience hands-on exploration of technology and materials that provide multiple entry points for learners.

This link includes content specific accommodations and modification for all populations:

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing