Module 3

Caring for and Observing Garden Plants



**Driving Question(s)**

Will vegetables/herbs/fruits grow inside? Outside?

How will we know if they grow?

**Overview**

In this module, children will plant and observe their crops as they grow. Data will be collected via personal and class journaling. Planting schedule will be determined based on produce selected in module 1 lesson 4. Suggested time frames are noted in each lesson.

Lesson Plans

Lesson 1: Planting inside

Lesson 2: Setting up and maintaining data collection-graphs, charts, journals

Lesson 3: Observation and collecting data

Lesson 4: Planting Outside

**Products & Performances**

Documentation display/panel of planting and observations

Seedlings and produce in earth box/garden

Graphs and Journals

**Teacher Background  
About the Plant(s):**

Plants our school has successfully grown indoors and outdoors includes: a variety of carrots, lettuce, cucumbers, and strawberries. Your students will determine what is being planted in module 1 and it is important to select appropriate seeds for your project. Success indoors will be improved by using self-pollinating varieties of seeds/produce. You may choose to direct seed or transplant depending on the produce being grown, but for purposes of this project ensure your planting method is consistent across indoor and outdoor planting. There are also varying germination and maturity times across seed varieties, select seeds/varieties that meet your project time frames. The same variety of seeds should be used when planting indoors and out.

We used homemade containers (recycled milk carton’s) and an Earth Box™ with grow lights in our indoor project. Both were successful. Raised beds and large containers were used in outdoor planting.

Consultation with experienced gardener’s, literature/book reviews, and internet research were all valuable resources utilized for guidance throughout the project.

**Growing Tips:**

Ensure proper soil and drainage is prepared in containers for selected vegetable.

Heat, humidity and light will promote optimum growth of seedlings.

Proper lighting/use of grow lights is a must when growing indoors. Use of a timer is recommended for consistency in light exposure.

Familiarize yourself with common diseases and pests of your selected produce.

Many plants must be thinned once germination occurs.

Select a weekly “garden” day to ensure for caretaking.

**Facts Related to Standards:**

Preschool children’s participation in planting, along with ongoing observation and data collection, provides natural learning opportunities to use science as inquiry, gain scientific knowledge (Science-1 and 2) and recognize and understand measurement and data (Math 3.) Using drawings and dictation of observations to create personal and a class journal incorporates standards such as fine motor (Physical Health and Development 1.3) and print concepts (LA 2.3), self-expression (Arts 2.3.) Lessons incorporate many standards across all domains.

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| **Title** | Lesson 1-Planting inside |
| **Overview** | Children will plant edible vegetable/herb/fruit to grow and observe inside.  Time frame determined by growth time necessary for produce selected in previous lesson (Module 1 Lesson 4.) Most likely during the winter months (December, January, February) |
| **Standards** | **Science-**  **1. Inquiry** 1.1 Expresses wonder and asks questions about the world around them.  **1. Inquiry** 1.3 Investigates and problem solves through active exploration of the environment.  **1. Inquiry** 1.4 Progresses in ability to describe and discuss predictions, explanations, and generalizations.  **2. Knowledge** 2.1 Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.  **Math-**  **1. Numbers**-*Counting* 1.3 Uses one-to-one correspondence in counting objects and matching groups of objects.  **Language Arts/Literacy-**  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of purpose* 1.1 Demonstrates an increasing ability to attend to and understand communication.  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.2 Communicates needs and wants through a variety of verbal and symbolic forms.  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.3 Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.  **1. Listening and Speaking***-Comprehension and collaboration* 1.4. Comprehends and expands on oral language.  **1. Listening and Speaking***-Comprehension and collaboration* 1.5 Participates in conversations with peers and adults about topics of interest.  **1. Listening and Speaking***-Comprehension and collaboration* 1.6. Listens to others and takes turns speaking.  **1. Listening and Speaking***-Comprehension and collaboration* 1.7Asks questions to get information, seeks help, or clarifies something that is not understood.  **2. Foundational Skills for Reading-***Print Concepts* 2.5 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.  **2. Foundational Skills for Reading-***Print Concepts* 2.6 Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.  **2. Foundational Skills for Reading***-Phonological Awareness* 2.11 Shows growing awareness of beginning and ending sounds of words.  **2. Foundational Skills for Reading**-*Word Recognition* 2.12 Recognizes a word as a unit of print. |
| **Standards (continued)** | **4. Writing-***Text Type and Purposes* 4.1 Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.  **Social And Emotional-**  **1. Self-concept** 1.2 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.  **1. Self-concept** 1.3 Develops growing capacity for independence in a range of activities, routines, and tasks.  **2. Social Relationships***-Pro-social behavior* 2.1 Develops positive relationships with children and adults.  **2. Social Relationships***-Pro-social behavior, Cooperation* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships***-Pro-social behavior* 2.4 Shows progress in developing and sustaining friendship with peers.  **2. Social Relationships** 2.6 Uses appropriate communication skills to initiate or join classroom activities.  **2. Social Relationships** 2.8 Begins to share materials and experiences and take turns.  **2. Social Relationships** 2.10 Accepts guidance and directions from a variety of familiar adults.  **4. Approach to Learning** 4.4 Persists in and completes tasks, activities, projects, and experiences.  **4. Approach to Learning** 4.5 Demonstrates increasing ability to set goals and develop and follow through on plans.  **4. Approach to Learning** 4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.  **Physical Health and Development-**  **3. Health Practices** 3.4 Demonstrates growing independence in daily health routines and habits in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. |
| **Materials/Advance Preparation Needed** | Soil  Assembled Earth box or growing tray (choose by appropriateness for vegetable/fruit being planted)  Seeds-after students select produce to grow (Module 1 Lesson 4) research and determine most suitable seed for indoor growth (i.e.: parthenocarpic-do not need pollination, etc.)  Step by step illustrated instructions (visual support) of how to plant a seed  List of students who have been partnered together  Grow lights containing tube covers/protectors Heat Mat if using growing tray  1 or 2 small garden trowels  Large Craft sticks  Markers  Camera |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | Large Group   1. Present planting materials to the children, identifying and providing word model label with each item. 2. Explain today we will be planting the seeds for our indoor garden.  * If planting during winter months, inquire with children why we are not planting outside (discuss weather, plants need warmth, etc.) Share we will plant seeds outside in the spring and we will discover which place is the best to grow our vegetables/herbs/fruits.  1. Demonstrate/model planting seed in container, referring to visual for each step. 2. When done planting seed, discuss need for light, ask children to share their thoughts about how we can have light. At end of discussion present and explain grow lights. 3. Pair students with partnered classmate and explain they will need to work together to plant more seeds for our indoor garden during station time.   Small Group/Station   1. Take 4-6 children (2-3 partners) at a time. 2. Review planting steps using visual display/instructions. 3. Allow children to plant. Discuss and ask questions/student predictions as they plant. 4. Document comments and take pictures. 5. Discuss why/need to wash hands once seed has been planted. 6. Have children return back to station to label plant using craft stick; their names and type of seed planted. |
| **Assessment (What will be the evidence of student learning?)** | 1. Anecdotal documentation- re: ability to follow directions, comments made during activity, ability to properly plant resulting in germination of seed (label planting area with children’s names on craft sticks) 2. Pictures 3. Documentation display/poster/panel with pictures and quotes. Display in room to provoke ongoing conversations about plants/seedlings. 4. Power point page for end of year presentation-include similar information to classroom display |

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| **Title** | Lesson 2-Setting up and maintaining data collection-graphs, charts, journals (class and personal) |
| **Overview** | Students will brainstorm and decide ways to collect information about how the seeds are growing. Discussed should reflect how the data will be used to answer our overall question of which seeds will grow better: the seeds inside or outside?  (Complete the day after initial inside and outside planting) |
| **Standards** | **Science-**  **1. Inquiry** 1.1 Expresses wonder and asks questions about the world around them.  **1. Inquiry** 1.2 Observes and discusses similarities and differences among objects and materials, including cause and effect  **1. Inquiry** 1.3 Investigates and problem solves through active exploration of the environment.  **1. Inquiry** 1.4 Progresses in ability to describe and discuss predictions, explanations, and generalizations.  **1. Inquiry** 1.5 Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships  **1. Inquiry** 1.6 Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.  **2. Knowledge** 2.1 Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.  **2. Knowledge** 2.2 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.  **2. Knowledge** 2.3 Demonstrates expanding knowledge of and respect for the environment.  **Math-**  **1. Numbers**-*Counting* 1.1 Develops increased ability to count in sequence to ten and beyond.  **1. Numbers**-*Counting* 1.2 Begins to identify number symbols one to ten.  **1. Numbers** *Counting* 1.3 Uses one-to-one correspondence in counting objects and matching groups of objects.  **1. Numbers**-*Counting* 1.4 Matches quantity with number symbols.  **1. Numbers**-*Counting* 1.5 Uses comparative words such as more, less, fewer, equal to.  **3. Measurement and Data** *Direct measurement, Representing and interpreting data* 3.1 Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.  **3. Measurement and Data** *Direct measurement, Representing and interpreting data* 3.2 Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy.  **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.6 Begins to recognize and interpret information presented in tables, graphs and symbols. |
| **Standards (continued)** | **4. Geometry** 4.2 Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment such as up, down, over, under, top, bottom, inside, outside, in front, and behind.  **Language Arts/Literacy-**  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of purpose* 1.1 Demonstrates an increasing ability to attend to and understand communication.  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.3 Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.  **1. Listening and Speaking***-Comprehension and collaboration* 1.4. Comprehends and expands on oral language.  **1. Listening and Speaking***-Comprehension and collaboration* 1.5 Participates in conversations with peers and adults about topics of interest.  **1. Listening and Speaking***-Comprehension and collaboration* 1.6. Listens to others and takes turns speaking.  **1. Listening and Speaking***-Comprehension and collaboration* 1.7Asks questions to get information, seeks help, or clarifies something that is not understood.  **2. Foundational Skills for Reading-***Print Concepts* 2.3 Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message.  **2. Foundational Skills for Reading-***Print Concepts* 2.7 Recognizes words as units of print that are separated by spaces.  **2. Foundational Skills for Reading**-*Word Recognition*2.12 Recognizes a word as a unit of print.  **2. Foundational Skills for Reading**-*Word Recognition* 2.13 Recognize words such as his/her name, names of family and friends, and familiar environmental print.  **4. Writing-***Text Type and Purposes* 4.1 Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.  **Social And Emotional-**  **1. Self-concept** 1.2 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.  **1. Self-concept** 1.3 Develops growing capacity for independence in a range of activities, routines, and tasks.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.6 Uses appropriate communication skills to initiate or join classroom activities.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.10 Accepts guidance and directions from a variety of familiar adults. |
| **Standards (continued)** | **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.3 Approaches tasks and activities with flexibility, imagination, and inventiveness.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.4 Persists in and completes tasks, activities, projects, and experiences.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.5 Demonstrates increasing ability to set goals and develop and follow through on plans.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.  **Music/Art-**  **2. Visual Art-** *Self Expression* 2.2 Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.  **2. Visual Art-** *Self Expression* 2.3 Begins to demonstrate increased detail in variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.  **Physical Health and Development-**  **1. Fine Motor** 1.3 Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology |
| **Materials/Advance Preparation Needed** | Seeds recently planted  Seedling count chart with two columns labeled date and number (can include space for graph-line)  Growth Graph, labeled date and inches (Bar graph)  Class journal booklet  Tri-fold sheet of drawing paper, one for each child in class. Each panel will be used for journaling child’s personal seed/plant 3x during growth process (Initial planting, seedling and full grown.)  Colored pencils |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | Large group   1. Refer to seeds planted previous day and ask children how we will know our seeds are growing? Can they think of ways to show others (their parents/family?) how our plants are growing? 2. Show children the graphs, charts and journals that have been created. Ask if they have ever seen these types on items before. If yes, have child(ren) explain how they are familiar with it. Restate/acknowledge the information shared, and identify and explain each item. 3. Demonstrate or provide a model of how to documentation on each item by completing the initial entry on growth graph, seedling count chart, and class journal. 4. Explain we will be filling in the graph, chart and journal weekly while our plants are growing and the information on the chart will let us know which seeds, inside or out grow better. |
| **Procedures/Steps (continued)** | 1. Show tri-fold paper and explain that each child will get to keep a personal journal on the seed he/she planted. 2. Draw model of initial entry on tri-fold journal. 3. Explain children may complete their first journal entry during station time today.   Small Group/Station   1. Have children find their seed/plant (they may choose to bring to table or use clip board and draw by their plant.) 2. Discuss what they see. Colors, shapes, etc., leading to what they plan to draw on their paper. 3. Provide children with colored pencils, reminding and reviewing their stated plan for their picture. Restate the colors they indicated and possibly have them ask for just those colors. 4. When completed, ask child to document a description of their picture (depending on child’s writing level document for them or have them attempt to write.)   (Complete this lesson two additional times-when seedling appears and just prior to harvesting. Adapt steps above to review/maintenance tasks and questioning. Remaining documentation will occur during free/play station times, see lesson 3.) |
| **Assessment (What will be the evidence of student learning?)** | 1. Anecdotal observations of discussions-participation 2. Tri-fold journal 3. Reference to, understanding, ability to complete future weekly small group activity (Lesson 3) |

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| **Title** | Lesson 3-Observation and Collecting data |
| **Overview** | Weekly plant monitoring and care activity. Small group/One-on-One experience. Children will discuss observations with teacher/adult volunteer-measuring, counting, comparing, describing. Care such as removing dead leaves and watering will be given, then children will document observations by drawing picture of current plant stage in class journal. When done, child will provide verbal dictation to describe picture and teacher will document on picture. |
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| **Standards (continued)** | **Language Arts/Literacy-**  **4. Writing-***Text Type and Purposes*  4.1 Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.  **Social And Emotional-**  **1. Self-concept** 1.2 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.  **1. Self-concept** 1.3 Develops growing capacity for independence in a range of activities, routines, and tasks.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.6 Uses appropriate communication skills to initiate or join classroom activities.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.8 Begins to share materials and experiences and take turns.  **2. Social Relationships** *Pro-social behavior, Cooperation* 2.10 Accepts guidance and directions from a variety of familiar adults.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.3 Approaches tasks and activities with flexibility, imagination, and inventiveness.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.4 Persists in and completes tasks, activities, projects, and experiences.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.5 Demonstrates increasing ability to set goals and develop and follow through on plans.  **4. Approach to Learning-***Intrinsic Motivation for Learning* 4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.  **Physical Health and Development-**  **1. Fine Motor** 1.3 Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology |
| **Materials/Advance Preparation Needed** | Measurement materials-rulers, magnifying glasses, watering containers  Class journal  Writing materials-colored pencils, crayons, pencils  Growth chart/graph  Quantity Graph |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | Small Group/Stations   1. Discuss visual observations-ask questions to promote use of descriptive vocabulary 2. Assign tasks to each student at station-water, weed, measure, count, journal, etc. 3. Encourage and assist children to properly use materials to care for seeds/seedlings/plants |
| **Procedures/Steps (continued)** | 1. Model/teach measurement skills as needed, model documenting on growth graph 2. Assist/prompt counting of seedlings, assist to properly document number on chart 3. Discuss observations and what should be documented in journal, prompt and guide student as needed to make accurate representation of seed/seedling/plant in class journal. |
| **Assessment (What will be the evidence of student learning?)** | 1. Anecdotal notes during discussion, audio recording 2. Pictures/Video 3. Journal entry/picture |

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| **Title** | Lesson4-Planting outside |
| **Overview** | Children will plant edible vegetable/fruit to grow and observe outside. Follow guidance on back of seed packet for suggested planting times according to climate zone. |
| **Standards** | **Science-**  **1. Inquiry** 1.1 Expresses wonder and asks questions about the world around them.  **1. Inquiry** 1.3 Investigates and problem solves through active exploration of the environment.  **1. Inquiry** 1.4 Progresses in ability to describe and discuss predictions, explanations, and generalizations.  **2. Knowledge** 2.1 Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.  **2. Knowledge** 2.2 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.  **2. Knowledge** 2.3 Demonstrates expanding knowledge of and respect for the environment.  **Math-**  **1. Numbers**-*Counting* 1.3 Uses one-to-one correspondence in counting objects and matching groups of objects.  **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.1 Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.  **Language Arts/Literacy-**  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of purpose* 1.1 Demonstrates an increasing ability to attend to and understand communication.  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.2 Communicates needs and wants through a variety of verbal and symbolic forms.  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.3 Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.  **1. Listening and Speaking***-Comprehension and collaboration* 1.4. Comprehends and expands on oral language.  **1. Listening and Speaking***-Comprehension and collaboration* 1.5 Participates in conversations with peers and adults about topics of interest.  **1. Listening and Speaking***-Comprehension and collaboration* 1.6. Listens to others and takes turns speaking.  **1. Listening and Speaking***-Comprehension and collaboration* 1.7Asks questions to get information, seeks help, or clarifies something that is not understood.  **2. Foundational Skills for Reading-***Print Concepts* 2.5 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.  **2. Foundational Skills for Reading-***Print Concepts* 2.6 Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.  **2. Foundational Skills for Reading***-Phonological Awareness* 2.11 Shows growing awareness of beginning and ending sounds of words.  **2. Foundational Skills for Reading**-*Word Recognition* 2.12 Recognizes a word as a unit of print.  **4. Writing-***Text Type and Purposes* 4.1 Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.  **Social And Emotional-**  **1. Self-concept** 1.2 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.  **1. Self-concept** 1.3 Develops growing capacity for independence in a range of activities, routines, and tasks.  **2. Social Relationships***-Pro-social behavior* 2.1 Develops positive relationships with children and adults.  **2. Social Relationships***-Pro-social behavior, Cooperation* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships***-Pro-social behavior* 2.4 Shows progress in developing and sustaining friendship with peers.  **2. Social Relationships** 2.6 Uses appropriate communication skills to initiate or join classroom activities.  **2. Social Relationships** 2.8 Begins to share materials and experiences and take turns.  **2. Social Relationships** 2.10 Accepts guidance and directions from a variety of familiar adults.  **4. Approach to Learning** 4.4 Persists in and completes tasks, activities, projects, and experiences.  **4. Approach to Learning** 4.5 Demonstrates increasing ability to set goals and develop and follow through on plans.  **4. Approach to Learning** 4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.  **Physical Health and Development-**  **3. Health Practices** 3.4 Demonstrates growing independence in daily health routines and habits in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. |
| **Materials/Advance Preparation Needed** | Soil  Raised garden bed for direct seed.  Seeds-same variety previously planted inside  Step by step illustrated instructions (visual support) of how to plant a seed  List of students who have been partnered together  1 or 2 small garden trowels  Ruler, marked with appropriate planting spacing  Large Craft sticks  Markers  Chart paper/Dry erase easel  Camera |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | Large Group   1. Present planting materials to the children without identifying/naming. Use word model labels and read the words, select a child to place each named word with the correct item. Inquire if they remember for what the items are used, and discuss. 2. Explain today we will be planting our seeds outside, and ask how the children to make predictions about how they think these seeds will grow. 3. Document responses on chart paper. 4. Inquire with children how we will know which seeds have grown better-inside or out? If needed, lead them to conclude they need to document the new/outdoor seeds as they documented the indoor seeds. 5. Explain we will be turning our tri-fold journals over and documenting the outside seeds on the back. 6. Review visual planting instructions and explain they will be planting with their previous partner during station/outdoor time.   Small Group/Station or outdoor time   1. Take 4-6 children (2-3 partners) at a time. 2. Have children label craft stick; writing names and type of seed planted. 3. Review planting steps using visual display/instructions. 4. Allow children to plant, explaining need to measure between seeds. Demonstrate and assist as needed to properly plant seeds. Discuss and ask questions/student predictions as they plant. 5. Document comments and take pictures as possible. 6. Discuss why/need to wash hands once seed has been planted. |
| **Assessment (What will be the evidence of student learning?)** | 1. Anecdotal documentation- re: ability to follow directions, comments made during activity 2. Pictures 3. Documentation display/poster/panel with pictures and quotes. Display in room to provoke ongoing conversations about plants/seedlings. 4. Power point page for end of year presentation-include similar information to classroom display |