**Module 1**

**Introducing the School Gardens**

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**Driving Question(s)**

What is a garden?

What are living and non-living things?

What are school gardens?

What grows in the school gardens?

What are vegetable(s) would we like to grow?

**Overview**

Introduction to gardening; children explore existing school gardens, learn about living/non-living things, research what we may have the ability to grow based on produce observed to exist in the gardens, teacher researched/suggested produce to plant (based on timelines/calendar restrictions)and preferences after taste testing. The recommended time frame for completion is within the first month(s) of school (August/September.)

Lesson Plans (One day each)

Lesson 1: What is a garden?

Lesson 2: Living/Non-Living things

Lesson 3: What is in our school garden?

Lesson 4: Planning our garden

**Products & Performances Produced**

Artistic representation of the school gardens

Song & rhymes about living and non-living items

Exposure to fresh, healthy foods

Graph of produce to grow

Documentation display/panel of garden exploration

**Teacher Background**

A variety of plants can be grown in a school garden: flowers (to attract pollinators), fruits (such as strawberries, herbs (basil, oregano, etc.) and vegetables (ranging from arugula to zucchini.) It is beneficial for the teacher to know about plants in the school garden (or that have the possibility to be in a school garden.) The teacher must be able to identify and name a variety of plants.

Due to children selecting the plants to be grown, must know plants that will fit design of project (indoor/outdoor growing, climate factors.) Creating a consolidated list of possible herbs, vegetables or fruits based on previously grown successful plants is recommended. Internet resources are also a valuable tool. The preschool classes have been successful growing cucumbers and carrots indoors, and flower bulbs, spinach (fall planting), beets and radishes outdoors. Attempts to grow herbs indoors have been unsuccessful.

Vegetables, fruits, and herbs our school has successfully grown include:

Corn, variety of beans, sunflowers/flowers, potatoes, cucumbers, variety of squash, strawberries, herbs, bell peppers, zucchini, beets, radishes, tomatoes, carrots, eggplant, lettuce varieties, spinach, garlic

**Growing Tips:**

Factors to consider when assisting children in selection of produce to grow:

* Diversify life in garden by companion planting-mixing herbs/pollinators with produce
* Lettuce germinates well inside with a grow light and heat mat and can then be transferred outside in early spring. Once sprouts are transplanted, seeds can be sowed along with the transplanted sprouts to enhance this late May/early June crop. Germinates in 30-60 days depending on variety, and beware of slugs and snails!
* Spinach can be harvested 4-6 weeks from seed. When grown in container be mindful of watering.
* Carrots germinate in 2-3 weeks, and take 2-4 months for full maturity. Thin carrots after they’ve sprouted: fewer plants will ultimately result in a healthier crop. Good to grow with lettuce.
* Select cucumber seed varieties suited for growing indoors (gynoecious varieties that produce only female flowers and are also parthenocarpic-do not need pollination.)
* Some herb varieties are more successful when grown outdoors

**Facts Related to Standards:**

Introducing preschool children to gardening affords them natural learning opportunities to observe and understand the living world (Science-2.) Interactive discussions promote listening and speaking skills (Language Arts/Literacy-1.) Drawing and painting representations of the gardens is an example of a lesson that incorporates many standards such as writing (LA 4.1), self-expression (Arts 2.3), and fine motor (Physical Health and Development 1.3.) Lessons can be adapted to target specific standards or used as listed for cross disciplinary purposes.

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| **Title** | Lesson 1-What is a garden? |
| **Overview** | Students and teacher discuss gardening/gardens. Teacher gathers information about the students’ pre-existing knowledge of gardening/gardens and introduces the concept of gardening. |
| **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** 1.5 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.  **2. Knowledge** 2.3 Demonstrates expanding knowledge of and respect for the environment.  **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* 2.1 Holds book upright and identifies the front and back of a book.  **2. Foundational Skills for Reading-***Print Concepts* 2.2 Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator.  **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**-*Word Recognition* 2.12 Recognizes a word as a unit of print. |
| **Standards (Cont)** | **3. Literature-***Key Ideas and Details* 3.1 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.  **3. Literature-***Key Ideas and Details* 3.3 Recognizes story elements such as characters, sequence of events, and theme of a story.  **3. Literature-***Integration of Knowledge and Ideas* 3.5Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.    **Social Emotional-**  **2. Social Relationships***-Pro-social behavior* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships***-Pro-social behavior* 2.5 Manages transitions and begins to adapt to change in routines.  **2. Social Relationships***- Cooperation* 2.11 Follows basic routines and rules for play and group participation.  **4. Approach to Learning**4.1 Participates in a variety of classroom activities and tasks.  **Physical Health and Development-**  **3. Health Practices** 3.1 Demonstrates ability to identify and make healthy food choices. |
| **Materials/Advance Preparation Needed** | Picture of garden or actual school garden area  Book(s) about gardening: Growing Vegetable Soup, The Carrot Seed, Planting a Rainbow, etc.  Camera  Paper and Pen/Documentation Notebook |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | *Large or Small group setting*  *Assistant teacher (as possible) documenting (taking pictures and discussion notes)*   1. Present children a picture of a garden or if school garden area is available, walk to school garden for ‘outside’ group time. 2. Discuss what the children see, model asking inquiring questions about what they think this area is. If they know, how they have that knowledge “What makes you think that?” 3. Once it is determined/revealed to be a garden, discuss the students’ theories on what happens in the garden and their thoughts about the garden. 4. Read book about gardening. 5. Discuss information gathered from the book, if predictions and thoughts about gardening were correct. |
| **Assessment (What will be the evidence of student learning?)** | Documentation from discussion-Complete documentation display/poster/panel with pictures and quotes. Display in room to provoke future conversations about the gardens/gardening.  Power point page for end of year presentation-include similar information to classroom display |

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| **Title** | Lesson 2-Living/Non-Living Things |
| **Overview** | Students will be exposed to and learn about living and non-living items. |
| **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** 1.4Progresses 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.  **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-**  **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.4 Classify objects according to common characteristics, such as color, size, or shape.  **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. |
| **Standards (continued)** | **2. Foundational Skills for Reading-***Print Concepts* 2.1 Holds book upright and identifies the front and back of a book.  **2. Foundational Skills for Reading-***Print Concepts* 2.2 Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator.  **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.  **3. Literature-***Key Ideas and Details* 3.1 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.  **3. Literature-***Key Ideas and Details* 3.2 Looks through books independently and asks to have books read to them.  **3. Literature-***Integration of Knowledge and Ideas* 3.5Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.    **Social 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* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships***-Pro-social behavior* 2.5 Manages transitions and begins to adapt to change in routines.  **2. Social Relationships***-Cooperation* 2.6 Uses appropriate communication skills to initiate or join classroom activities.  **2. Social Relationships***- Cooperation* 2.11 Follows basic routines and rules for play and group participation.  **4. Approach to Learning**4.1 Participates in a variety of classroom activities and tasks.  **4. Approach to Learning**4.2 Develops increased ability to make independent choices.  **4. Approach to Learning**4.4 Persists in and completes tasks, activities, projects, and experiences.  **4. Approach to Learning**4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.  **Music/Art**  **1. Music and Movement-*Self Expression*** 1.1 Participates in music activities including listening, singing and fingerplays. |
| **Materials/Advance Preparation Needed** | Whiteboard Video-Living & Nonliving Things 2013 by Amanda Ellis (You Tube-get prior approval)  Select 2 groups of 4 to 5 items-non-living (book, ball, article of clothing, marker, etc.) and living (child/picture of a student, plant, class pet, flower)  Two small hula hoops  Popsicle sticks in a cup one for/with the name of each child  Feely/Mystery Box  Small manipulatives representing living/non-living items  Book-Are You Living? A Song about Living and Non-Living Things by Laura Purdie Salas, Viviana Garofoli (Illustrator) |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | 2 Large Group sessions and Small Group  Large Group 1   1. Discuss with children that today we will be learning about living and non- living things. Ask if they know the difference, following up with why they believe that to be true. 2. Present the group of items to the children, naming and providing a written label (word model) with each item as it is presented. 3. Place the two hula hoops in the center of the circle. Explain now we are going to divide the items up into two groups-living and non-living. Provide a word label in the center of each hula hoop. 4. Name an item and then select a Popsicle stick, and ask that child to place the item into the correct hula hoop. 5. Once all items have been placed, explain we are now going to learn a song and watch a video that will help us to know if we have put our items in the correct hula hoop. Watch the Amanda Ellis youtube video. 6. Once the video is complete review the facts from the song: Breathe air? Move or Grow? Need food or water? = Living thing 7. Refer back to the items in the hula hoops and one by one ask if each item is in the correct hula hoop, changing to the correct hoop as necessary. 8. Explain to the children there will be a similar activity for the science station/small group activity today. |
| **Procedures/Steps (continued)** | Small Group   1. Take hula hoops from large group and bring to science station where mystery box filled with small manipulatives is waiting. 2. Ask children that come to station to reach into box and place item selected into the correct hoop. 3. As needed, ask children inquiring/prompting questions reminding them of characteristics of living things, to ensure success. 4. Take a turn/participate with children and ‘set up’ a time when an item is incorrectly placed. See if children correct teacher mistake. 5. Rotate children through the station. After all have completed/rotated through, trade out some of the manipulatives and observe as they independently play separating the new items.   Large Group 2 (Music/Movement)   1. Revisit and discuss what students learned in previous group and station time about living and non-living things. 2. Explain we are now going to look at and read a book that will teach us another song about living and non-living things. 3. Read book through 1 time, and then read again singing the words. 4. Place book in library or science area for children to revisit and hopefully sing song again during independent play. 5. Repeat in subsequent music and movement group times. |
| **Assessment (What will be the evidence of student learning?)** | 1. Documented participation in discussions. 2. Observed ability of student to classify items. 3. Student participation in singing songs. |

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| **Title** | Lesson 3-What is in our school garden? |
| **Overview** | Students will explore and learn about vegetables, fruits, flowers and herbs growing in the school gardens. |
| **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** 1.4Progresses 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* 1.3 Uses one-to-one correspondence in counting objects and matching groups of objects.  **1. Numbers**-*Counting* 1.5 Uses comparative words such as more, less, fewer, equal to.  **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. |
| **Standards (Continued)** | **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.  **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 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* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships***-Pro-social behavior* 2.5 Manages transitions and begins to adapt to change in routines.  **2. Social Relationships***- Cooperation* 2.10 Accepts guidance and directions from a variety of familiar adults.  **2. Social Relationships***- Cooperation* 2.11 Follows basic routines and rules for play and group participation.  **4. Approach to Learning**4.1 Participates in a variety of classroom activities and tasks.  **4. Approach to Learning**4.2 Develops increased ability to make independent choices.  **4. Approach to Learning**4.4 Persists in and completes tasks, activities, projects, and experiences.  **4. Approach to Learning**4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.  **Music/Art-**  **2. Visual Art-** *Self Expression* 2.1 Progresses in ability to express emotion and communicates ideas through creative artwork.  **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** | School Garden beds with a variety of plants growing in them  Dry erase board or easel/Chart paper & Markers  Camera  Large Box or container to hold items to be taken outside:  Clip boards  Colored Pencils  Drawing paper  Magnifying glasses |
| **Procedures/Steps (Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | Large Group   1. Discuss with children that today we will be visiting the school gardens. Ask if anyone can remember what they saw on the first visit/introductions to the gardens? Vegetables? Fruits? Flowers? What colors? 2. As children offer answers, document in list form (explaining you are making a list.) If children are having a hard time recalling, go ahead and move outside. Sit by gardens and have them tell you what they see. 3. Tell the children when we go outside we will be looking for items on the list. 4. Walk around the gardens with the children, helping them to identify plants/vegetables. Count the amounts of each variety; identify what has more and less. Discuss and note similarities and differences between the plants-taller, shorter, long, big, small, etc. 5. Take pictures of the children with their discoveries. 6. Return to room and review observations made, revising the list as needed.   Small Group/Outside Play time  *If staffing/coverage permits, select 4-6 children and return outside during station time. If not, complete/provide the following as an activity during outside time.*   1. Ask the children to draw a picture of discoveries they made in the garden. 2. Remind them of the characteristics they identified in the plants; color, size, etc. Ask them to tell you what they might need to make their picture. (Paper, color of pencils needed, something to write on) Help them as needed to name items. 3. Give them the requested materials and provide time to create picture. As they draw allow time for them to work independently, but check in with them as needed to keep on task, remind of specified characteristics, etc. 4. When done, take a picture of the student holding the drawing, next to the area or part of the garden featured in their creation. Display in classroom, with quote from child explaining or describing picture.   Extension:  (Incorporating the Arts) Children paint representation of drawn picture. |
| **Assessment (What will be the evidence of student learning?)** | 1. Documented list 2. Pictures with drawing and student’s quote |

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| **Title** | Lesson 4-What can we garden?/Planning our garden |
| **Overview** | Students and teacher will discuss and decide possible edible vegetable/fruit to grow as a class. |
| **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** 1.5 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.  **Math-**  **1. Numbers**-*Counting* 1.1 Develops increased ability to count in sequence to ten and beyond.  **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.  **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. |
| **Standards (Continued)** | **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* 2.5 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-***Print Concepts* 2.7 Recognizes words as units of print that are separated by spaces.  **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 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.  **1. Self-concept** 1.4 Demonstrates progress in expressing needs, wants and feelings appropriately.  **2. Social Relationships***-Pro-social behavior* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.  **2. Social Relationships***-Pro-social behavior* 2.5 Manages transitions and begins to adapt to change in routines.  **2. Social Relationships***-Cooperation* 2.6 Uses appropriate communication skills to initiate or join classroom activities.  **2. Social Relationships***- Cooperation* 2.9 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.  **2. Social Relationships***- Cooperation* 2.10 Accepts guidance and directions from a variety of familiar adults.  **2. Social Relationships***- Cooperation* 2.11 Follows basic routines and rules for play and group participation.  **4. Approach to Learning**4.1 Participates in a variety of classroom activities and tasks.  **4. Approach to Learning**4.2 Develops increased ability to make independent choices.  **4. Approach to Learning**4.4 Persists in and completes tasks, activities, projects, and experiences. |
| **Standards (Continued)** | **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** 3.1 Demonstrates ability to identify and make healthy food choices.  **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** | Reflection of vegetables of interest to the students in previous activities  Research possible vegetables/fruits that could be grown both indoors and out  Make list of 4-6 edible vegetables/fruits the children could grow  A picture of each item on list with word model/label  Prepare tasting sample of each vegetable/fruit  Ballot/voting paper  Pencils/markers |
| **Procedures/Steps:**  **(Emphasis on students making inquiry, e.g., posing questions/problems and working towards answers and solutions)** | Large group   1. Review and discuss vegetables/fruits we have seen in the school gardens. 2. Explain to the children we have the wonderful opportunity to grow our own vegetable/fruit in the school garden. 3. Ask them to share their thoughts about what they might like to grow. 4. Praise the children for sharing their thoughts and ideas. 5. Share with them a few simple facts about growing times for particular fruits and vegetables, and explain that you have come up with a list of vegetables/fruits that would be the best ones for us to try and grow. 6. Present the ‘teacher’ list, showing the children the picture of each item as it is named. 7. Compare teacher and student list. Identify and count items that were the same on each list. 8. Explain during station time they will get to taste all the vegetables/fruit from the teacher list, and vote on the one they would like to grow. **Safety precaution/consideration-**discuss with students the need for teacher approval before tasting items from the garden.   Small group/Station   1. Place labeled picture next to sample plate/bowl 2. Have children wash hands before coming to table. 3. Give each child a plate with one of each item to taste. 4. When done tasting, give ballot paper and pencil and have them write their name and vegetable/fruit they want to grow. 5. Encourage to sound out words to write or look to labeled picture for model to copy.   2nd Large Group-beginning of music or read aloud time   1. Explain we are going to quickly count the votes. 2. One at a time hold each paper up and have the children assist in reading the ‘vote’. |
| **Procedures/Steps:**  **(Continued)** | 1. After paper is read, group papers on floor/wall in rows (classifying.) 2. When all papers have been placed, count and model writing the number total at the end of each row. 3. Discuss with the children which item had the most and would be the chosen vegetable/fruit to grow. |
| **Assessment (What will be the evidence of student learning?)** | 1. Written ballots 2. Anecdotal documented observations of participation during discussions/small group activity |