



## **Edible Schoolyard NYC Garden Curriculum**

### **Kindergarten**

**Five Senses Tour (September)\*:** Students explore the garden using all five senses.

**Harvest (October)\*:** Students use scales to weigh their harvest.

**The Seasons – Fall (November)\*:** Students study the garden in fall by illustration and writing.

**The Seasons- - Winter (December):** Students identify the characteristics of winter using photographs, then create their own artwork to represent how wintertime affects plants.

**A Day In The Life of a Worm (January)\*:** Students examine worms and their role in the garden.

**Seeds as Food (February)\*:** Students study different edible seeds and dissect a lima bean.

**Plant Life Cycle Re-enactment (March)\*:** Students dance the phases of the plant life cycle.

**The Seasons – Spring (April)\*:** Students revisit the differences between the four seasons and explore the garden in spring.

**Planting in Patterns (May)\*:** Student learn about how plants work together and plant a bed in a pattern.

**Look Again Trail (June):** Students study the garden in summer and identify characteristics of living and non-living things.



# Self-Guided Sensory Garden Tour

## Aim

Students re-enforce their understanding of the five senses through guided exploration of the garden.

## Summary

Teachers lead students on a quick guided tour of the garden, pointing out things to see, hear, touch, taste and smell. Then, students explore on their own, using a "Sensory Hunt" worksheet to guide them to identify things they can see, hear, touch and smell.

## Standards

**CCSS:** ELA, Kindergarten, Writing 2: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

**NYS:** Science, PS 3.1b,c: Observe and describe physical properties of objects using all the appropriate senses.

## Materials

- Fragrant plants (herbs, flowers, at least 6)
- Edible plants (berries, tomatoes, etc.) in garden, or seasonal tasting
- Sensory Hunt worksheets
- Pencils
- Clipboards

## Vocabulary

- senses
- sight
- sound
- touch
- smell
- taste

## Procedure: Day One

### Opening Circle (5 minutes)

- *Welcome to the garden! We are so excited to have you here, and we have so much to explore!*

- *Here in the garden, we explore using each of our five senses. We're going to pass around a \_\_\_\_\_, which grows in our garden. This has a very special smell, so take a whiff and pass it on.*
- Have several samples of the fragrant object so that it can start in several parts of the circle. Help the students pass in one direction so that everyone gets a chance to smell.
- *Can anyone tell me how that smelled?*
- *So, SMELL is one of our five senses. Can anyone name any of the other senses? We are going to take a tour of the garden and use all five of our senses*

### **Inquiry Activity One** (25 minutes)

- Divide your students into two groups. Have each group assemble close to the teacher so they can hear.
- Go over basic garden rules—walk don't run, walk on paths, don't walk on beds, don't pick without permission.
- *Ok, now that you know a little bit about how to keep yourselves safe and our garden safe, let's take a walk!*
- Choose a garden insect or animal for the kids to act like. *For the first part of the tour, let's all be butterflies. Let's move like butterflies to the next stop on our tour.* Some possible stops:
  - One dry bed and one moist bed to touch.
  - Fuzzy or bumpy plants to touch.
  - Fragrant flowers or herbs to smell.
  - One stop with nice visuals.
  - One stop where they can be quiet and listen to garden sounds.
  - One stop for tasting.

### **Inquiry Activity Two** (15 minutes)

- *Now you are going to have a chance to explore your senses in the garden on your own! You are going to look around and find something that looks nice, something you can hear, something you can smell, and something you can feel.*
- Hold up a clipboard with paper. *You are each going to have a clipboard that looks like this.* Point to the eye. *What's this a picture of? Right, so this is where you draw something you can SEE.*
- Model this and go through the other instructions.
- *The only sense that is missing is TASTE. Remember, we don't want you picking anything in the garden without asking, so we are going to give you your tasting at the end of the tour.*
- Hand out clipboards and pencils and circulate to help students find things, stay on the path, etc.

### **Closing Circle** (5 minutes)

- Have students share what they found out in the garden. *What was one thing you saw in the garden today? What was one thing you heard in the*

*garden? Smelled? Was anything surprising? Which sense was your favorite today?*

- If students did not taste on their tour, ask: *Who knows what sense we did not use yet in the garden? Now we get to use our sense of taste. Here is a \_\_\_\_\_ from our garden!*



### **Procedure: Day Two**

#### **Opening Circle** (5 minutes)

- *Great to see you again*
- Remind students of basic garden rules.
- *Today we get to work with tools in our garden, so first we need to learn something about them.*
- Go over basic tool descriptions and safety.

#### **Garden Activity** (40 minutes)

- Lead students in a simple job involving tools.

#### **Closing Circle** (5 minutes)

- Recap of their jobs in the garden.

### **Common Core State Standard Extensions**

ELA, Kindergarten, Writing 2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Students can create a picture chart with garden vocabulary.
- Students can draw and write about one of the five senses explored in the garden.

### **Other Extensions**

Math: Teachers can take the kids back into the garden for another sensory tour, with calculations. Students can keep a running tally on their papers of how many objects they smelled, how many they touched, how many they examined by sight, etc. Count their tallies in the end.

Teachers can borrow tools to bring back to their classroom for more investigation.

Adapted from ESY NOLA: Introduction to the garden, [www.esynynola.org](http://www.esynynola.org)  
Copyright Edible Schoolyard NYC. Attribute before sharing.



## Sensory Hunt

SEE



---

SMELL



---

TOUCH



---

HEAR





# Harvest and Weight

## Aim

Students learn the basics of weight in relationship to the harvest.

## Summary

Students harvest and weigh food from the garden.

## Standards

### CCSS.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**NYS:** Science, PS 3.1c,d,e,g: Observe and describe physical properties of objects using a variety of tools (e.g. weight).

## Materials

- Different types of produce (heavier items are best)
- Scale
- Baskets for harvest
- Produce to harvest
- Tasting

## Vocabulary

- weight
- weigh
- scale
- harvest
- ripe
- heavy
- light

## Procedure: Day One

### Opening Circle (10 minutes)

- *October is a time when lots of things in our garden are ready to be picked. Does anyone know what this activity in the garden is called? Today we are learning all about the harvest.*

- *One thing we do with our harvest is we weigh it. Have you ever stood on a scale to find out how much you weigh? We put our vegetables on a scale as well.*
- *Why do you think we weigh our harvest? So we can know how much food we've grown in our garden!*

### **Inquiry Activity One** (15 minutes)

- Divide your class into two groups and take them out into the garden. Have several types of produce from the garden on display.
- Have students look at the produce and answer a few questions: *Which vegetable do you think is the heaviest? Which vegetable do you think is the lightest? Which ones do you think are about the same weight?*
- Pass the produce around one item at a time to give everyone a chance to feel how heavy each item is. Start with the lightest object.
- *How can we decide exactly what an item weighs? We can use a scale.*
- Put the first item into the scale. Share the weight with students. Have them hold up fingers to represent the weight of the object. *This pumpkin was 2 pounds! Everyone, hold up 2 fingers.*
- Pass around a heavier object. After everyone has had a chance to feel it, ask: *Do you think this was heavier or lighter than the first one?*
- Weigh the object on the scale. Have students hold up fingers to represent the weight of the object.
- *If I put these two things together on the scale, how much do you think they will weigh?* Take guesses, having students count out on their fingers. *If the first pumpkin weighs 2 pounds, and the second pumpkin weighs 3 pounds, how much do you think they will weigh together?*
- Continue this with a few more objects, having them compare distinctly lighter and heavier objects. Students can continue to practice adding items together.

### **Garden Job** (15 minutes)

- Lead students in a quick harvesting job. Gather students around the bed where they will be harvesting.
- Hold up an example of the fruit or vegetable that is ready to be harvested. *We say that a fruit or vegetable is ripe when it's ready to be picked.* Have them describe the shape, color, etc. Tell the students to point at one in the bed that looks like that.
- Hold up an example of the food that is not ready and ask a student to explain to you how it is different. Explain that these ones are not ready to be picked, and have to keep growing.
- You may want to set parameters for harvesting. Each student can harvest a set number. In addition, you can have students put a finger on the produce to be harvested, and check before you allow them to pick.
- Have students weigh their harvest.





**Closing Circle** (10 minutes)

- *What did you harvest in the garden today? How could you tell if it was ready to be picked?*
- *Who can remind me what “harvest” means?*
- *How much did your harvest weigh? What else did you weigh?*
- *Next time, we will taste the food that you harvested!*



**Procedure: Day Two**

**Opening Circle** (10 minutes)

- *Who can remind me what harvest means again?*
- *What season are we in? Fall is the season when we do the most harvesting, after the plants have been growing all summer. We are going to do some other jobs that are very important for the fall.*

**Garden Job** (30 minutes)

- Lead students in a seasonally appropriate gardening job.

**Closing Circle** (10 minutes)

- Ask students to recap their garden work.
- Share out tasting of students' harvest.

**Common Core State Standard Extensions**

**CCSS.K.W.2**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Students can draw pictures of the harvest, describing what they picked, how they weighed it, and how much it weighed.

**Other Extensions**

Students can make predictions, weigh, and record the weights of other objects in their classrooms.







# The Seasons: Fall

## Aim

Students will identify the different kinds of weather that characterize each season, and will understand that seasons go in a cycle.

## Summary

Students identify the season they were born and get in groups with other students born in that season. They study what the garden looks like in every season and examine what the garden looks like in fall.

## Standards

**CCSS:** ELA, Kindergarten, W 2: Use a combination of drawing, dictating and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.

**NYS:** Science, LE 3.1 C, 5.2 a: Observe adaptations of plants: plants respond to changes in environment, including seasonal changes.

## Materials

- Class list with each of the students' birthdays
- Seasonal coloring sheets
- Visuals of the garden in each of the four seasons
- Clipboards
- My Special Spot worksheets
- Seasonal tasting

## Vocabulary

- seasons
- winter
- fall/autumn
- spring
- summer
- weather

## Procedure: Day One

### Opening Circle (5 minutes)

- *Who can tell me what season it is now? Who can name another season? Who can tell me how many seasons there are? We will be studying seasons today.*

### **Inquiry Activity One** (15 minutes)

- *Does anyone know what the first month of the year is? Does anyone have a birthday in January? Everyone with a birthday in January come to the front. Have these students sit in front of you in a line.*
- *Does anyone know what month comes next? Everyone with a February birthday, come to the front. Have the February kids sit in a line behind the January kids. Repeat until you have covered the entire year.*
- *Now you guys are going to keep sitting in the order of your birthdays, but I'm going to help you change your line into a circle. Now that we're in a circle, what months are sitting next to December? (If December and/or January are missing, explain where they would be and go from there). Why does January come after December? What happens after the last month of the year? Right, because the months go in a cycle. They start over in January as soon as they end in December.*
- *Now let's see if we can put the months together by seasons. Raise your hand if you think your birthday month is in the winter. Making corrections as necessary, explain: Look—three months of the year belong in winter: December, January, February. Give the kids in those months the coloring sheet that says "Winter." Great! Who knows what season comes after winter? Raise your hands if you think your birthday month happens in the spring. Repeat process for all four seasons.*
- *So, look—we're still sitting in a circle. Look how the seasons go in a cycle, just like the months. What happens after winter? What happens after spring? What happens after summer? What happens after fall? Look! We just got back to winter—the seasons keep going round and round, in a cycle.*
- *If time allows, have students sing the names of the seasons in order, doing hand motions to represent each one (hands falling like leaves in fall, shivering in winter, etc.).*

### **Inquiry Activity Two** (20 minutes)

- *Now that you are sitting in groups according to season, you are going to illustrate and label what happens in your birthday's season. Here are some things you can put in your drawings: what the weather is like in this season, what kind of clothes people wear in this season, what kinds of things people do in this season that they can't do other times of year, what plants are doing, what might be happening in the garden, maybe some holidays, what foods do you eat? Also, try to label any parts of the picture that you can.*
- *Hand out coloring materials and circulate as the students get to work. Once the students are done illustrating their seasons, ask each group to*



share their answers. Correct as necessary, and add to the discussion: ask students what kinds of words they might use to describe the season.

**Closing Circle** (10 minutes)

- Have students share their work.



**Procedure: Day Two**

**Opening Circle** (10 minutes)

- Distribute pictures of the garden in each of the four seasons. Students can work in small groups if necessary. *Look at your picture and see if you can tell what season it is in the garden in your picture. Think about what clues there are and decide on the season.*
- Hold up the pictures one at a time, ending with fall. For each picture ask, *Who had this picture of the garden? Raise your hand if you want to tell us what season you think this picture shows. Why do you think so?*
- Repeat for each of the seasons, ending with fall.

**Inquiry Activity** (30 minutes)

- Ask students: *Remind me what season we are in now? OK, now each of you is going to pick a special spot in the garden to observe that it is fall. I'd like you to draw a picture of what your special spot looks like, and if you can label anything in the picture, go ahead and do that.*
- Help students find their special spots. Make sure that you and the classroom teacher label their drawings of their special spot. Collect them and save them! They will return to these drawings in the spring and do a comparison.

**Closing Circle** (10 minutes)

- *Who can remind me of what we did in the garden today?*
- *Who can share their sensory observations of what autumn is like in the garden?*
- Share a seasonal tasting.

### **Common Core State Standard Extensions**

ELA Kindergarten, W 2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Students can create a book with one page for each season.

### **Other Extensions**

- Math: Take students on a walk through the garden tallying signs of fall. Preview with them in advance things they might want to look for: leaves of different colors, leaves in the ground, plants that are dying, etc.
- Seasonal read-alouds

Fall:



Winter:



Adapted from ESY NOLA. Copyright Edible Schoolyard NYC. Attribute Before Sharing.



Spring:



Summer:



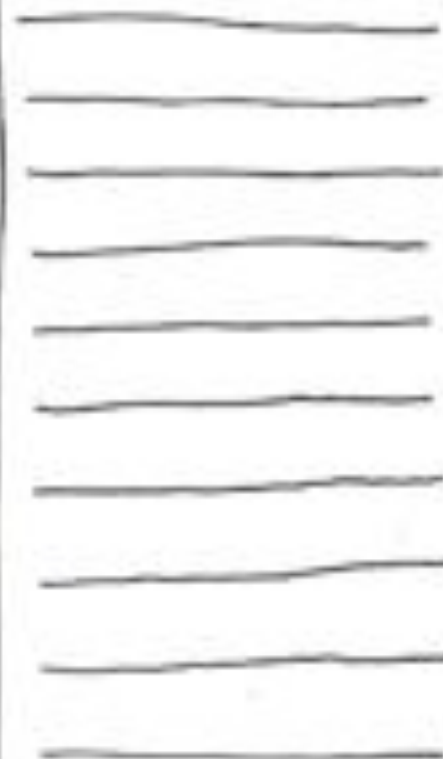
Adapted from ESY NOLA. Copyright Edible Schoolyard NYC. Attribute Before Sharing.



DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

My Special Spot





# The Seasons: Winter

## Aim

Students will identify the different kinds of weather that characterize each season, and will understand that seasons go in a cycle.

## Summary

Students sing a song about winter, go on a scavenger hunt to find photos of winter, and do a craft activity about putting plants “to bed” for the winter.

## Standards

**CCSS:** ELA, Kindergarten, W 2: Use a combination of drawing, dictating and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.

**NYS:** Science, LE 3.1 C, 5.2 a: Observe adaptations of plants: plants respond to changes in environment, including seasonal changes.

## Materials

- Crayons
- Winter garden bed materials--example, bed drawing, green cut-outs of leaves and stems, white paper for blanket.
- Pictures that represent winter
- Butcher paper, big enough to accommodate 20 pictures, with the word “WINTER” written at the top
- Tape for putting up the pictures.
- Seasonal tasting

## Vocabulary

- seasons
- winter
- Garden Bed

## Procedure: Day One

### Opening Circle (10 minutes)

- *Hello kindergarten! It's so nice to see you!*
- Have pictures of seasons ready. *Who can tell me what season it is now? Who can name another season? Who can tell me how many seasons there are? We will be studying seasons again today.*

- Sing Seasons of the Year in the tune of “The wheels on the bus”

“The seasons of the year go round and round,  
Round and round, round and round.  
The seasons of the year go round and round  
In our garden

The winter is cold, our plants sleep  
Our plans sleep, our plants sleep.  
The winter is cold, our plants sleep  
In our garden

The spring warms up, our plants wake up  
Our plants wake up, our plants wake up  
The spring warms up and our plants wake up  
In our garden

The summer is hot, we eat our fruit  
Eat our fruit, eat our fruit  
The summer is hot, we eat our fruit  
In our garden

The fall cools down  
We harvest our leaves, harvest our leaves  
Harvest our leaves, harvest our leaves  
The fall cools down, we harvest our leaves  
In our garden

The winter is cold, our plants sleep  
Our plans sleep, our plants sleep  
The winter is cold, our plants sleep  
In our garden”

- *So who can tell me what happens to our plants in the winter? What does the song say? Right---our plants sleep in the winter!*

#### **Inquiry Activity One (20 minutes)**

- Hide pictures of winter around the room—one per student. There can be duplicates. Students each find one picture of and decide what it is. They return to the carpet.
- *In your hand you have a picture of winter. Some of you have the same pictures! What is in your picture?*
- *Put an example of each picture on the winter board. What happens in the winter? Right---we wear mittens, there are icicles, we go ice skating etc.*

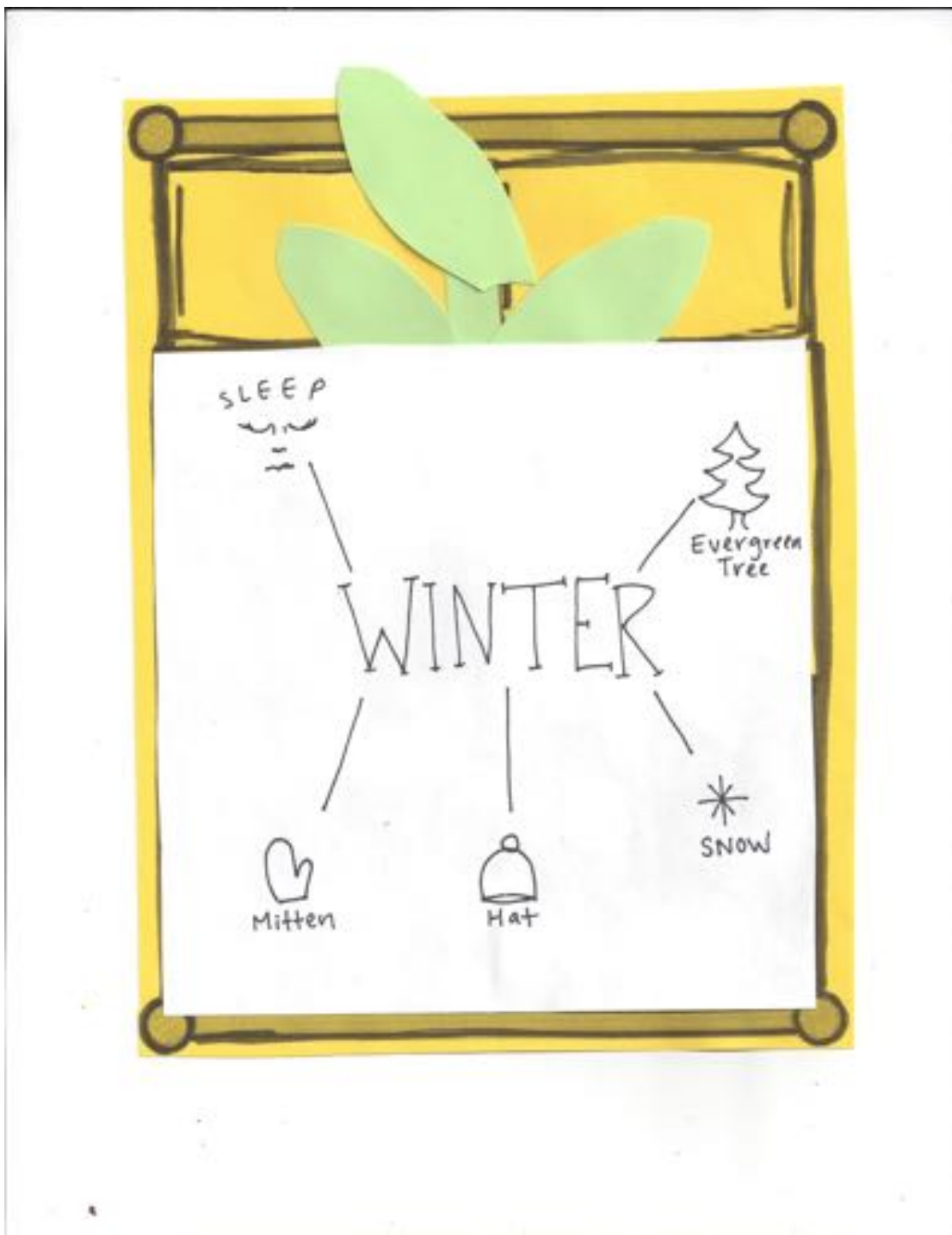
**Inquiry Activity Two (20 minutes)**

- *Did you know that in the garden we call the place that our plants grow “beds”? The vegetable bed, the flower beds----it’s where the plants grow*
- *But in the winter what happens to our plants? Right---they go to sleep. What do you look like when you go to sleep? Right---you lie down, close your eyes and put a blanket on you. Well today you are going to put a plant to bed with a picture. Show example.*
- *You will use the white piece of paper first and draw what happens in winter. You can see that I included a snowflake, mittens, a hat, a Christmas tree, and sleep. I labeled all of my drawings. Once I finished that I glued together leaves and a stem on my bed. Then finally, I glued on my cover on top of my plant and sung it a lullaby. “Good night garden, goodnight garden, good night garden, it’s time to go to sleep”. You can sing your garden any goodnight song. It’s important when we are putting our plants to bed to be sure to be quiet so they can get their rest.*

**Closing Circle (5 minutes)**

- Even though our plants are asleep---we have some things that we can eat! Today we will eat something that we saved from the fall---some seeds!
- Share a seasonal tasting.

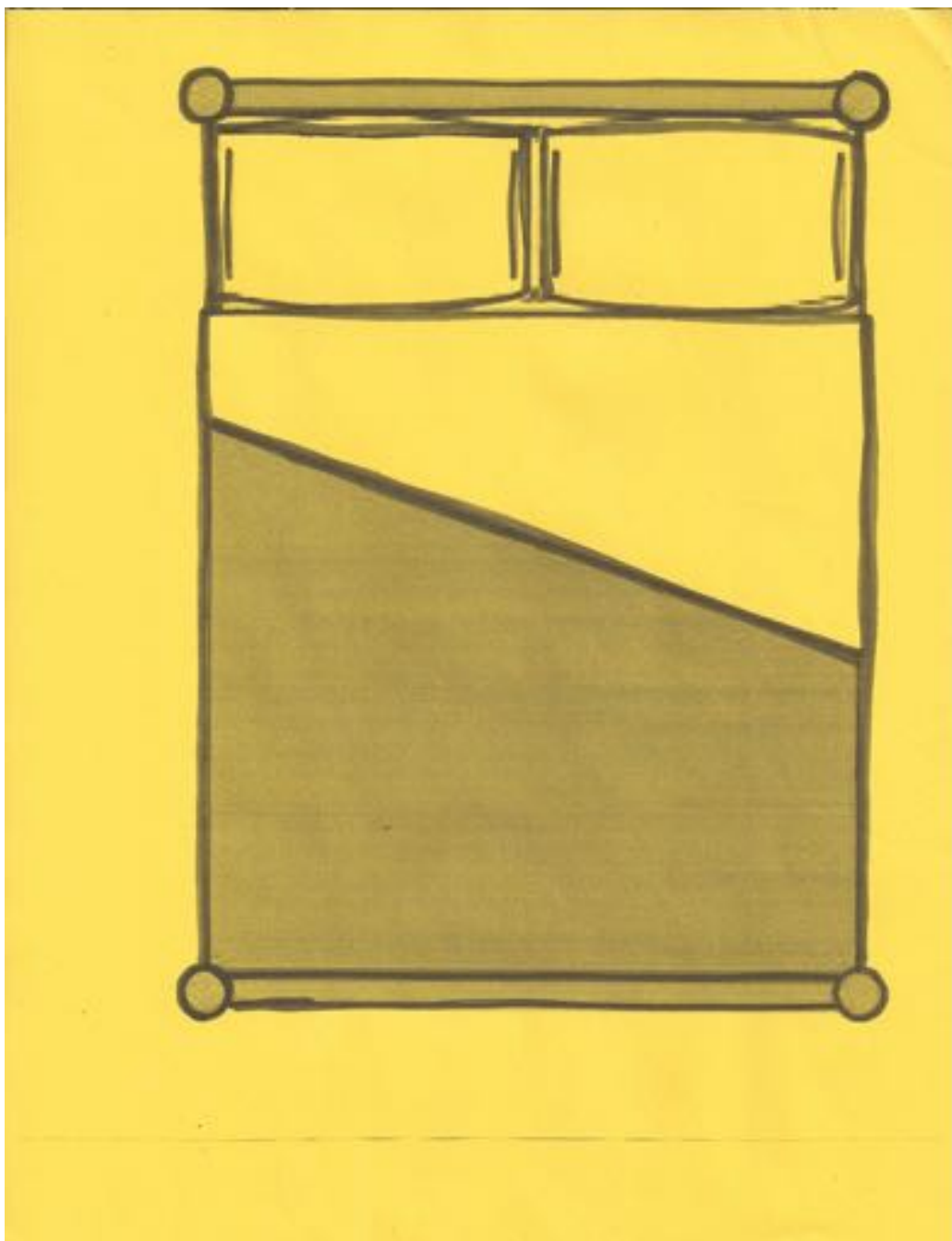
Example of a “Putting a Plant to Bed” and Example Blanket



## Example of Construction Paper Leaves and Stems



Bed Drawing





## Winter Pictures



"Arbol Navidad 02" by Jorge Barrios –  
Own work. Licensed under Public  
via Wikimedia Commons –  
[http://commons.wikimedia.org/wiki/  
File:Arbol\\_Navidad\\_02.jpg#/media/  
File:Arbol\\_Navidad\\_02.jpg](http://commons.wikimedia.org/wiki/File:Arbol_Navidad_02.jpg#/media/File:Arbol_Navidad_02.jpg)



By K. Kendall (originally posted to Flickr as Snow in Lesotho)  
[CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0>)], via  
Wikimedia Commons Domain





By Piero d'Houin dit Triboulet (Own work) [GFDL (<http://www.gnu.org/copyleft/fdl.html>) or CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons



By Petritap (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>) or GFDL (<http://www.gnu.org/copyleft/fdl.html>)], via Wikimedia Commons



By GutMaze (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons



"December icicles 2010 Banbury" by Wipsenade at en.wikipedia. Licensed under CC BY 3.0 via Wikimedia Commons – [http://commons.wikimedia.org/wiki/File:December\\_icicles\\_2010\\_Banbury.jpg](http://commons.wikimedia.org/wiki/File:December_icicles_2010_Banbury.jpg)



"Misty treetops" by RhinoMind – Own work. Licensed under CC BY – SA 3.0 via Wikimedia Commons – [http://commons.wikimedia/wiki/File:Misty\\_treetops.JPG#media/File:Misty\\_treetops.JPG](http://commons.wikimedia/wiki/File:Misty_treetops.JPG#media/File:Misty_treetops.JPG)



By LeoTar (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons



By Geoff Stearns from New York City, USA (Flickr) [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons





# Day in the Life of a Worm

## Aim

Students will learn what worms need to thrive in a worm bin and will understand that worms play an important role in the garden.

## Summary

Students will study worms in an indoor worm bin and do an activity to provide them with habitat.

## Standards

**CCSS:** ELA, Kindergarten, W2: Use a combination of drawings, dictation and writing to compose informative/explanatory texts in which they name what they are writing about and describe some information about the topic.

**NYS:** Science, LE 3.1a: Observe and compare the different structures that enable each animal to live and thrive.

## Materials

- Active, healthy worm bin
- Trays for examining worms
- Hand lenses (optional)
- Paper
- Pencils
- Clipboards
- Vegetable or plant scraps for students to shred
- Newspapers for shredding
- Bowls of water
- Seasonal tasting

## Vocabulary

- worm
- compost
- soil
- bin
- moist

## Procedure: Day One

### Opening Circle (10 minutes)

- *Today we're going to meet some of our favorite garden workers. These guys and their relatives do an incredible amount of work in the garden: they move soil, they get rid of garbage, they make fertilizer, they help air get to plant roots... so many things! Can you guess who these garden workers are? I'll give you a hint: they eat dirt, straight up! And here's another hint: they live right here!* Point to the worm bin.
- Open up the worm bin. Walk it around the circle for kids to take a look. *What do you see in here?* Point out garbage, dirt, peels, newspaper, bugs; pick out items if children are not sure what they are looking for.
- Stand with the worm bin on the ground in front of you, and pull out a handful of worms straight from the bottom of the bin. *Please welcome our friends – the worms! That's right, today we'll be studying worms and all they do for us. They are totally harmless – they don't have any teeth!*
- *Before we get up close to these fellows, let's figure out a couple of things they need so we can keep them happy. Do you remember in the fall when we talked about respect in the garden? What did we say? We have to be very careful with our worm friends. We are not going to touch them today.*
- *We can tell some things about worms from looking at their home. Is it dry? Is it wet? It's a little wet. Worms definitely like to be moist. They breathe through their skin, and if they dry out – or if they get too wet – they can't breathe. So we have to be careful with that.*

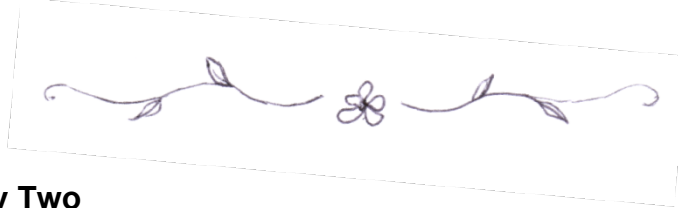
### Inquiry Activity One (25 minutes)

- Divide class in to four groups, assign each to a tray. Place a generous handful of worms, along with their food and bedding, in each tray.
- Hand out paper and pens.
- *Can you draw what you see? What parts do you see on the worm? Which end is their head and which end is their tail? Do they have eyes? Why do you think there is garbage in their home? If you can, add labels to your drawing.*
- If you would like, hand out hand lenses. *Now you can look at one part of your worm very closely with this hand lens and draw what you see.*
- Walk around and help students add captions to their drawings.
- *Now at the objects in the compost bin that the worm might eat. Draw and label anything you think the worm might be eating in here.*
- Have the students write a sentence about what they think worms like to eat based on their observations.

### Closing Circle (10 minutes)

- Teach the worm song, with movements:  
*Munch, munch!* (hand up, making eating gesture)  
*Wiggle, wiggle!* (wiggle your whole body)  
*Poop, poop!* (knees bending on the words)  
*Soil!* (arms up, big happy gesture)

- *What is one interesting thing you learned about worms? Do you feel differently about worms than you did when you first met them?*
- *Share a seasonal tasting. If you don't finish it, we can feed it to the worms!*



### **Procedure: Day Two**

#### **Opening Circle** (10 minutes)

- *Who can remember something you learned yesterday about worms? What did you observe? What do worms look like? What do they eat?*
- *Today, we're going to learn more about worms—in particular what their homes are like and what they like to eat.*

#### **Inquiry Activity** (25 minutes)

- Divide class into groups. Each group will have some worm food to chop up, some newspaper to shred, and a bowl of water to moisten the newspaper, as well as a tray with worms and worm compost in it.
- *Today we'll have a look at what worms produce when they've eaten our garbage! We'll also feed our worms and give them new bedding.*
- Take out a small amount of worm compost to show the kids. *This is worm compost. Can you find some in your tray? Let's use our senses to observe the worm compost. What does it smell like? What does it look like? What does it feel like? Does anyone know where worm compost comes from? Food goes in one end of the worm, and what comes out is worm compost! But don't worry—it's ok to touch worm poop. It's in all good garden soil.*
- *Can anyone look in their worm trays and tell me what we've put in there for the worms to eat? What does the food look like to you? Does it look like something you'd like to eat? Another neat thing about worms is that they eat our scraps and turn it into compost for our garden. One thing we can do to help the worms help us is make the food easier for them to eat. Who can remember whether worms have teeth? Since they don't have teeth, it's hard for them to break the food down into small pieces. How can we help them with that? OK, so the first thing you are going to do today is chop up food for the worms to eat.*
- Circulate and help and chat with students about the worms. Give students vegetable or plant scraps – dried leaves, grass, etc. – to break into smaller pieces. Once students have had a chance to do that for a while, get their attention and transition to the next task: making their bedding.
- *Another nice thing we can do for our worms is make sure they have a nice place to live. Who remembers what the worms' skin feels like? It's moist. Does anyone know what "moist" means? Not too dry, not too wet, but moist—like the worms, and shred it up into worm bedding.*
- Have students tear newspaper, then wet it in the bowls. Circulate to help and ask and answer questions. Note that it's easier to tear newspaper in



one direction than the other – with the grain. When they wet the newspaper in the bowl, go around and check that it's not too dry and not too wet – just right – so that the worms can stay moist but still have air to breathe.

**Closing Circle** (10 minutes)

- *Who can remind me of one thing we did today to help our worms help us in the garden?*
- *Who can remind me of what our worms like to eat? What do they do with the food they eat?*
- *Who can remind me of what kind of home our worms like?*

**Common Core State Standard Extensions**

ELA, Kindergarten, RL1: With prompting and support, ask and answer questions about key details in a text.

- Read Diary of a Worm, by Doreen Cronin and Harry Bliss, as a read-aloud. Ask students, *What does the worm in the story eat? Why doesn't he need to worry about the dentist? What else did you learn about worms in this story? Ask students how the worm in the story is like the worms they studied in garden class.*

**Other Extensions**

Math: Count the different kinds of food scraps the students found in the worm compost.

Science: Create a worm farm in a clear plastic container to observe how they live.

ELA: Role play the job of a worm. Have kids guess what the worm is doing.

ELA: Have students create their own *Diary of a Worm* books.



# Seeds as Food

## **Aim**

Students will understand different roles played by seeds, as food for plants and as food for people and animals.

## **Summary**

Students examine edible seeds, dissect a lima bean, and fill out a “map” of the main components of a seed.

## **Standards**

**CCSS:** ELA, Kindergarten, SL 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**NYS:** Science, LE 3.1b: Seeds contain stored food that aids in germination and the growth of young plants.

**NYS:** Science, LE 6.1: Describe how plants and animals, including humans, depend on each other and the non-living environment.

## **Materials**

- Lima bean seeds, soaked
- Seed Map worksheets
- Crayons or colored pencils in three colors
- A collection of edible seeds, in Dixie cups, enough to give each group of 2-4 kids in the class four different samples (i.e. popcorn, rice, sunflower seeds, pomegranate seeds, lima beans, caraway, anise, almonds)
- Reading about seeds (i.e. A Seed Is Sleepy) (optional)
- Seed tasting (or other seasonal tasting)

## **Vocabulary**

- seeds
- edible
- senses

## **Procedure: Day One**

### **Opening Circle** (5 minutes)

- *Good Morning Gardeners. Today we are going to be solving a mystery. We are going to be looking at some objects and you are going to try to guess what they all have in common.*

- *We are going to be using three senses—sight, touch and smell—to try to guess what the objects are.*
- *When you go back to your tables you need to work together to decide what all the objects you have given them have in common.*

**Inquiry Activity One** (10 minutes)

- Divide students into groups and send them to their work tables.
- Have containers of seeds waiting for them at each table each filled with a different kind of edible seed.
- Circulate among the students reminding them to use their senses to observe each group of objects. Encourage their discussion
- After they have had a few minutes to observe, circulate and remind them to decide as a group what all the objects have in common.
- Have the kids return to the meeting area with their eyes on you.
- *What, if anything, did you recognize? Did you know what any of the objects were?* Refer to the objects by number and get the students to identify what each sample is, filling in answers as necessary. *What is in bowl number 1?*
- *What did you notice about the objects? What did they look like? Feel like? Smell like?*
- Using student answers if possible, tell the students that all the objects are seeds, and that all of these seeds can be eaten by people.

**Inquiry Activity Two** (15 minutes)

- Tell students that seeds are also food for the baby plant that they produce. Tell the students that they will each examine the inside of a seed to see where the food is, as well as the other parts of the seed. Have students return to their seats and pass out the “What’s In A Seed?” worksheet to each student. *This is going to be our map for when we are looking at the inside of the seed.*
- On their worksheet, ask students to point to where the seed coat is. *Where do you think the coat would be: on the inside or outside of the seed? What does a coat do for us? What do you think the seed coat does for the seed? A seed coat keeps the seed warm and protected when it’s planted in the ground.*
- Have students all color in the seed coat with one color. *Color in your seed coat with the color red.*
- Ask students to point to where the baby plant is on their worksheet. *Can you see the leaf on the baby plant inside the seed?*
- Have students color in the baby plant with a separate color. *Color in the baby plant with the color blue.*
- Ask students to point to where the food is on their worksheet. Ask whom the food inside the seed is for. Using student answers, if possible, explain that the food is first of all for the baby plant, but that other living things eat it as well.

- Remind the students that they eat seeds. Ask the students if they can think of examples of other animals besides humans who eat seeds (squirrels, birds).
- Have students color in the plant food with a third color. *Color in the plant food with the color yellow.*
- *Now that we've made our map of the inside of the seed, we're going to look at some real seeds, and see if we can find all the parts: the seed coat, baby plant, and the food.*

### **Inquiry Activity Three**

- Hand each student a lima bean that has been soaked overnight.
- Demonstrate how you remove the coat and open the seed to reveal the baby plant and the food. Tell students to place the opened lima bean on the desk in front of them to observe.
- Have students try this with their own lima beans.
- Circulate and help them—have students who have done this successfully point to the food part of the seed. Have students who mangled their seeds look at the ones that opened up nicely—have some on reserve to show them.
- *Can everyone hold up the seed coat? Can you point to where the baby plant is?*
- If time allows, finish class with a short garden job, such as bean sorting, or a reading relating to seeds. You can also pass around other edible seeds for students to see.

### **Closing Circle** (10 minutes)

- Have students remind you of some examples of edible seeds.
- Pass around a tasting of an edible seed.



### **Common Core State Standard Extensions**

ELA Kindergarten, W 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

- “My favorite seed to eat is...” Bring in a variety of edible seeds. Possible examples are popcorn (popped), pomegranate, cooked lima beans or other beans, cooked rice, shelled sunflower seeds. Students taste and pick a favorite to illustrate and describe “my favorite seed to eat.”

### Other Extensions

- Math: Give the students the bowls of seeds from the beginning of the lesson and have them count the seeds in each.
- Have students taste several different kinds of seeds and write and illustrate a sensory description of each.
- Have students write and illustrate seed stories.
- Read-aloud: Eric Carle, The Tiny Seed

# SEED

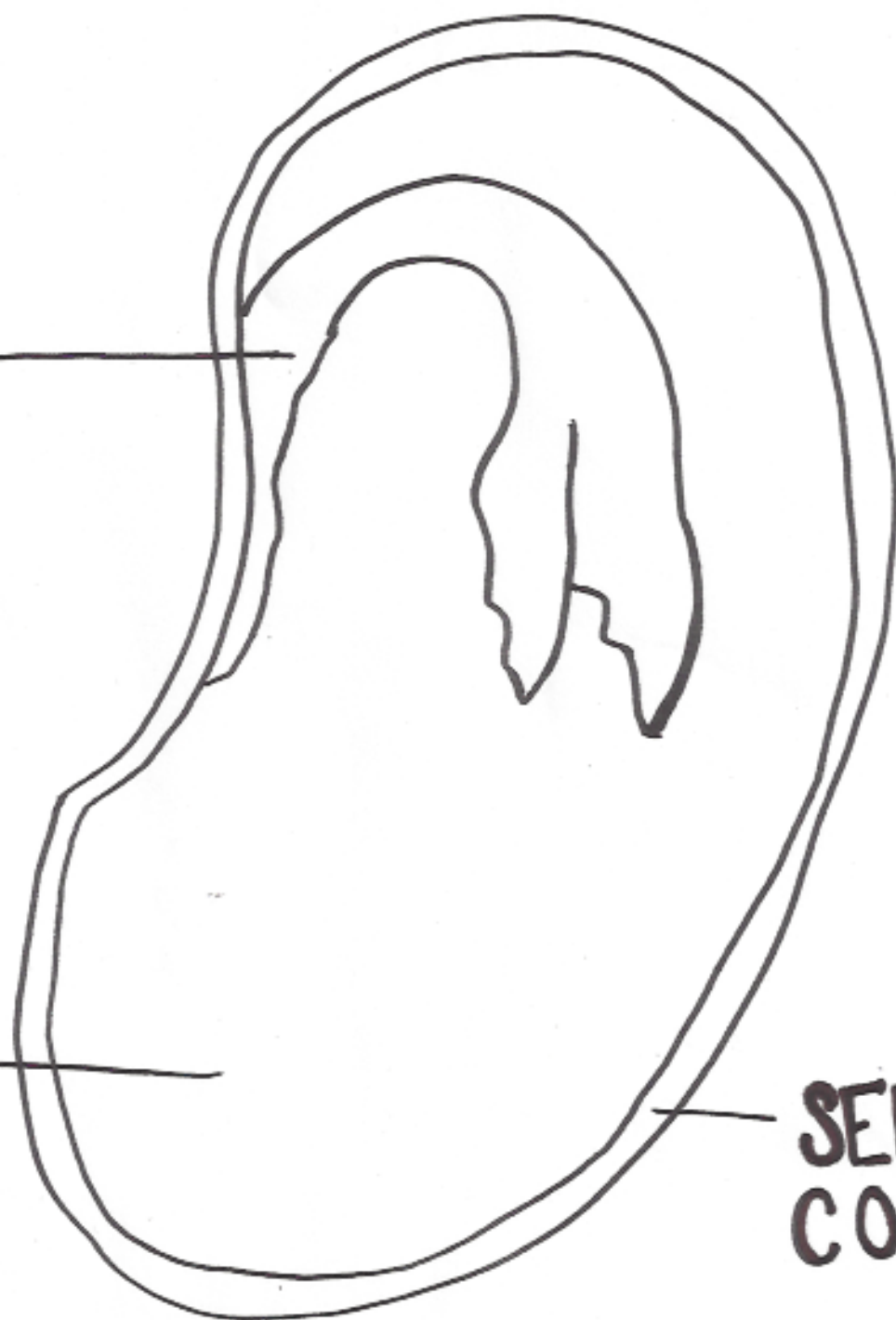


# MAP

BABY  
PLANT

FOOD

SEED  
COAT





# Re-enacting the Plant Life Cycle

## Aim

Students will understand that plant life goes in a cycle. Students will be able to identify different parts of the plant life cycle.

## Summary

Students engage in a kinesthetic re-enactment of the plant life cycle, then illustrate the plant life cycle.

## Standards

**CCSS:** ELA, Kindergarten, W2: Use a combination of drawing, dictating, and writing to compose informative /explanatory texts in which they name what they are writing about and supply some information about the topic.

**NYS:** Science, LE 3.1b, c: Describe how plants must be adapted to their environment in order to survive.

## Materials

- Dry erase board and markers
- Blank paper
- Crayons or colored pencils
- Seeds or sprouts, or other seasonal tasting

## Vocabulary

- seed
- sprout
- flower
- cycle



## Procedure: Day One

### Opening Circle (5 minutes)

- *Does anyone in here know any babies? Do you have a baby brother or sister at home, or have you ever spent time with a little tiny baby? What are some of the things babies do?*
- *And then, when babies grow and become big kids like you guys, how are they different? What are some of the things that big kids like you can do that babies can't do?*
- *And then what about when you grow up even more and become a grown-up – what are some things that grown-ups can do that big kids can't do?*
- *Well, just like people, plants have different stages of life. They start as babies, then get bigger and older and they change.*
- *We are going to pretend to be plants, and we are going to start as baby plants and grow up into grown up plants – and then something really cool is going to happen!*

### Inquiry Activity One (10 minutes)

- *So, when plants are babies they are just little tiny seeds.*
- *Tell the students: Become seeds! Get on the ground, balled up as small as you can be, but keep your eyes on me.*
- *Walk around and wiggle your fingers over each child, explaining that you are the spring rain.*
- *Now your seed is going to sprout. Copy me being a seedling. Slowly raise one finger and eventually your whole hand upward over your head.*
- *Send your other hand upward and explain: Now we are getting older, or more mature.*
- *Wiggle your feet outward and explain: Now we are sending our roots into the ground at the same time as we grow above ground.*
- *Grow up to the sun and stand as tall as you can, spreading out your leaves. Now we are growing up to the sun. Stand and stretch as tall as you can be.*
- *Grow a flower bud with one hand and open it up so a bee can pollinate the flower. Narrate: Now we are growing a flower for a bee to pollinate.*
- *Tell them: Now I am going to be a bee and I will pollinate each of your flowers. Walk from child to child buzzing, and tickling each student's palm, explaining that you are pollinating their flowers.*
- *Mime the flower closing and growing into a fruit. Explain: Now our flowers are turning into fruits. Fall on the ground. Explain: Now we are fruits. We have fallen on the ground, and eventually we will rot and mix into the soil.*
- *Curl back up and become the seed again: When our fruit mixes into soil, it leaves seeds! And we can begin the life cycle again.*
- *If desired, you can repeat the dance, or you can just remind students that in the life cycle the process repeats itself. If you don't repeat the dance, ask: What happens next, now that there is a new seed in the soil?*

### **Inquiry Activity Two** (5 minutes)

- Have students return to their seats. Tell students that you are going to draw pictures on the board of the story you just told.
- On the board, draw each of the stages of the plant life cycle in a circle: seed, sprout, flower, bean pod, and bean seeds again.
- Point to the cycle you have drawn on a board, and say: *We just made a cycle! Can you look at this picture of a cycle and tell me: What is a cycle?*
- Using student answers, if possible, explain: *A cycle is a process that goes in a circle and repeats itself.* Point to the picture of the new seeds (#5) on the board and ask: *What happens next?*
- Using student answers, if possible, explain, *The cycle starts again—the seed becomes a seedling, a mature plant, etc.*
- Draw a second arrow away from #5 and draw a bowl.
- Ask students: *What can you do with the new bean seeds besides plant them?*
- Using student answers, if possible, explain that: *You can eat them!*

### **Inquiry Activity Three** (15 minutes)

- *Now we are going to do something very special. We are going to make a book about the plant life cycle. Each of you will illustrate one page.*
- *Some of you will draw a person planting a seed. Some of you will draw a sprout growing. Some of you will draw a plant that has a flower. Some of you will draw a plant that has new beans. Some of you will draw someone eating beans. And some of you will draw someone planting seeds again to make more plants.*
- *Make sure you label as many parts of your drawings as you can.*
- *When you are done, we will put your books together!*
- You can assign each student one step to draw. Have them write the number that you assign them on the corner of their papers so they can remember. Circulate and help the kids get started. They will need help understanding what to draw—they don't need to move into groups.
- When they are done, collect the pages and assemble at least one book to use as an example.

### **Closing Circle** (10 minutes)

- Read the kids one of the books they wrote.
- *What do you think happens next?* See if kids can supply the answer that the process will start all over again.
- Share a sprout or seed tasting. Ask kids if they know which part of the plant life cycle they are eating. Show the picture to reinforce this idea.



## Procedure: Day Two

### **Opening Circle** (10 minutes)

- *Yesterday, we acted out a plant's life cycle.*
- On the board, draw a picture of a seed. *Who can tell me what this is a picture of?*
- Draw the remaining pictures of the plant life cycle, in order, seeing if the students can remember what is happening in each one. Make sure to re-enforce the notion of a cycle: show them or have them show you that it starts all over again.

### **Garden Job** (25 minutes)

- Describe the connection between your garden job and the plant life cycle. If possible, the garden job should be planting. Reference the lesson plans for seed starting, planting seeds, or transplanting.
- If the students are outside, tell them to use their sense while they plant to observe what is going on in the garden.

### **Closing Circle** (10 minutes)

- *Who can describe to me what we did in the garden today? Who can explain how we participated in the plant life cycle? What part of the plant life cycle do you think we'll see when we come back to the garden next month?*

## Common Core State Standard Extensions

**ELA, Kindergarten, RI2:** With prompting and support, identify the main topic and retell key details of a text.

- Read a story about a seed growing into a plant (e.g.: The Tiny Seed by Eric Carle) and discuss how it is similar to what they did in garden class.

## Other Extensions

**Math:** Give the students a graphic representation of the plant's life cycle. Have them identify the shape of a cycle and count the phases included in this representation.

**Science:** Grow plants in the classroom and observe the different parts of plants, and draw them at different phases of their life cycles. Plant them in the garden later in the season.



# The Seasons: Spring

## Aim

Students will understand the concept of seasonal change and will identify the characteristics of spring.

## Summary

Students will make observations of the garden in springtime and will write and draw about the characteristics of spring.

## Standards

**CCSS:** ELA, Kindergarten, W2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**NYS:** Science, LE 3.1 C, 5.2 A: Observe adaptations of plants: plants respond to changes in the environment, including seasonal changes.

## Materials

- Clipboards
- Crayons or colored pencils
- Pencils
- Special Spot worksheets
- Special Spot worksheets from the fall (optional)
- Seasonal tasting

## Vocabulary

- seasons
- spring
- fall
- cycle

## Procedure: Day One

### Opening Circle (10 minutes)

- *Who can tell me what season it is now? Who can name another season? Who can tell me how many seasons there are? We will be studying seasons today.*



### **Inquiry Activity One** (25 minutes)

- *Can anyone remember what season it was last time we were in the garden talking about seasons? It was fall, and the garden looked very different. Can anyone use your memory from November and tell me what fall is like?*
- *Can anyone use your senses and tell me what the garden is like today?*
- *As you may remember, in the fall, you each had a special spot in the garden. Try to find your special spot, but if you forget where that is, that's ok—you can choose a different special spot.*
- *In November, you drew pictures of your special spot. You are going to do that again today. And, even though you might be in the same spot, it will look different! Who can make a guess as to why? After you draw your pictures, you can compare them to the ones you drew in November and we can talk about the differences.*
- *Help students find their special spots and set them up to draw a picture of their special spot. Chances are, they won't remember their spot from before, which is fine. Just help them find a place to settle, observe and draw. Circulate and help them label their pictures.*

### **Closing Circle** (10 minutes)

- *Show a few examples of fall special spot drawings, if available.*
- *Look at the two drawings you made, one in fall and one in spring. Notice any differences between your special spot then and now. You can use your drawings and you can also use your memory.*
- *Turn and talk to your neighbor about what has changed in your special spot and what has stayed the same.*
- *Help students turn and talk to one another.*
- *Who can share something that has changed in your special spot since November? Who can share something that has stayed the same?*
- *Who can describe for me what the garden feels like in spring? Who can describe for me what the garden sounds like in spring? Who can describe for me what the garden smells like in spring?*
- *Now you get to find out what the garden tastes like in spring! Share a spring tasting.*

### **Procedure: Day Two**

#### **Opening Circle** (10 minutes)

- *Hold up four pictures of the garden, one per season, and ask students: Which of these pictures shows the garden in the fall? Look at the picture and describe what is going on in the garden. Repeat for each of the seasons.*
- *Ask students to remind you of the four seasons.*
- *Ask for a brief description of each, ending with spring.*

- Tell students what they'll be doing in the garden today, and connect it to spring.
- Ask students to keep their senses alert as they work in the garden.

**Inquiry Activity** (30 minutes)

- Explain the garden jobs of the day, and go out into the garden. Some good spring jobs include planting seeds, planting transplants, and watering. Reference the lesson plans for these jobs.

**Closing Circle** (5 minutes)

- Ask students to remind you why spring is a good time to do the garden job they did today.
- Have students share out their sensory experiences from doing this garden work.

**Common Core State Standard Extensions**

ELA, K, W2: Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Have students write and draw about what they can see, hear, smell, taste, and feel in the garden.

**Other Extensions**

Math: Have students count signs of spring that they see in the garden while going on a garden walk: ten yellow flowers, five green leaves, etc.





DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

My Special Spot



















# Planting in Patterns

## Aim

Students will recognize and create patterns. Students will understand basic ways in which plants help one another in the garden.

## Summary

Students design their own patterns, then plant in patterns in the garden.

## Standards

**CCSS:** Math, K, Mathematical Practice 7: Look for and make use of structure.

## Materials

- Different colored seedlings, enough for students to plant (companion plants are preferable)
- Crayons or colored pencils that match the colors of the seedlings
- Blank grids that match the planting beds
- Planting beds
- Trowels (optional)
- Seasonal tasting

## Vocabulary

- pattern

## Procedure: Day One

### Opening Circle (10 minutes)

- *Let's play a clapping game. I'm going to clap out a patterns, then you see if you can copy me.*
- Try a few simple clapping patterns and ask the students to identify them. *So, we can make a pattern by clapping. I wonder where else we can find patterns.*
- See if any of the students are wearing examples of patterns. If not, go right to garden images.
- *Sometimes we make patterns in our garden.*
- On the board, draw a few simple patterns of things that could be found in the garden: red flowers alternating with blue flowers, green apples alternating with red apples, etc.
- Take a few hands. Explain a few of the patterns.



### **Inquiry Activity One** (30 minutes)

- *Today we are going to design our own patterns in the garden.*
- Hold up samples of the plants you are going to use. There should be two or three plants of different colors.
- Give students paper with a simple grid of sixteen squares (four by four) and the two or three colors of marker or crayon they need. Have the students work on their own pattern sheet individually.
- Model some examples of patterns on the board—  
green/purple/green/purple or green/purple/purple, green/purple/purple, etc.
- After the students have had time to complete their patterns, share out a few and pick one or two to use as a basis for your beds. (You might have to modify the patterns according to your needs).
- Split the class in two groups. Each group will lay out seedlings, still in their pots, in the bed in the pattern you have chosen.
- If there is time left, student can do a different garden job or water their seedlings.

### **Closing Circle** (5 minutes)

- *Who can remind me what we did in the garden today? Who can describe the pattern we created?*
- Share a seasonal tasting, perhaps laid out in a pattern!
- *Tomorrow when we see you again, we are going to plant our seedlings in the ground, keeping them in the pattern you created.*



### **Procedure: Day Two**

#### **Opening Circle** (10 minutes)

- Ask students to remind you about the work they did yesterday.
- *Sometimes, we put plants together in a pattern because those two plants help each other. Do you have a little brother, sister, or friend who you help sometimes? What are some ways that you help that person?*
- *I want to introduce you to two plants who help each other. The first one is a marigold. The marigold is a flower that has a strong smell that keeps bugs away. Let's pretend to be a marigold.* Show students a motion to represent the marigold: flex your arm, make a scary face, etc.
- *The tomato doesn't have any way to protect itself from bugs. Let's pretend to be a tomato.* Show a motion to represent a tomato: ball up your hands, duck down to be smaller, etc.
- *How does the marigold help the tomato? The marigold protects the tomato from hungry bugs! Let's make a "helping pattern" with these two plants.*

Have students invent a pattern and act it out: tomato, marigold, tomato, marigold; marigold, marigold, tomato, marigold, marigold, tomato; etc.

- If you have time, introduce another example of companion planting: trees offering shade for herbs; corn, beans, and squash, etc.
- If the plants that you are planting today are companion plants, explain how they help each other, or how they help other plants in the bed.
- Hold up an example of student work that shows a pattern. Ask: *Who can describe this pattern? This is the pattern we're going to use today!*

### **Inquiry Activity** (25 minutes)

- Return the kids to their groups from the day before, if possible.
- *How does our pattern look? Does anything need to be moved to fix our pattern?*
- Demonstrate how the students can dig a hole where the plant goes. Have each student dig a hole.
- Demonstrate how to remove the plant from its pot. Have each student remove their plant, or do it for them.
- Demonstrate how to place the plant in the hole and fill in soil. Have their students plant their plants.
- Repeat as needed.
- *Check out our pattern! Who can describe the pattern for me? Who can tell me how these plants help each other?*

### **Closing Circle** (10 minutes)

- *All you garden designers have done a wonderful job today! I can't wait to see what your pattern beds will look like in a month or two when the plants are bigger.*
- *Raise your hand if you used a pattern when you planted today. What was the pattern we used today? How do the plants help each other in this "helping pattern"?*
- Go over some of the companion planting combinations that you talked about today.

### **Common Core State Standard Extensions**

**ELA, K, W2:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

- Have students create a new pattern for a garden bed. Have them write a few words or a sentence explaining their pattern.

### Other Extensions

Math: Have students count the grid squares in the pattern they make. How many squares in total? How many squares for each color of their pattern? What other patterns could they make with these same color or vegetable, etc.



# Plant A Pattern!






## Look Again Trail

### Aim

Students will be able to identify characteristics of living and non-living things in the garden. Students will also identify characteristics of the garden in summer.

### Summary

Students go on a scavenger hunt to find items that don't belong in the garden, then find their special spots from previous months to make observations of the summer garden.

### Standards

**CCSS:** Math, Kindergarten, CC.A.1: Count to 100 by ones and tens.

**CCSS:** Math, Kindergarten, CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

**NYS:** Science, LE 1.1c, d: Make it clear that nonliving things do not live and thrive.

**NYS:** Science, LE 1.1: Describe the characteristics of and variations between living and non-living things.

### Materials

- Dry erase board and markers
- Twine to mark a trail
- 15-20 human-made objects that do not belong in a garden (stuffed animal, a pair of pants, a telephone, a Kleenex box, an umbrella, a book, etc.)
- Clipboards
- Paper
- Pencils
- Sensory observation hand-out for special spot
- Crayons or colored pencils
- Seasonal tasting

### Vocabulary

- living
- non-living

## Procedure: Day One

### Opening Circle (10 minutes)

- *What belongs in a garden? If we were to go on a hunt through the garden, what sorts of things would you expect to find?* Write down students' ideas on the board.
- *What do a lot of these things have in common?* Look over the list together and notice that a lot of these things are natural or living (or both).
- *How do we know if something is a living thing, if it is alive?* Have students come up with ideas: it eats, it breathes, it moves. If there are things that are true of some living things but not others, point that out, too. *Some living things sleep, like animals. But plants don't sleep.*
- *What are some non-living things you might find in a garden?* Keep another list, including hoses, benches, tools, etc.
- Split the class in half. One half will do Activity 1, the other half will do Activity 2. They will switch on day 2.

### Inquiry Activity One (30 minutes)

- Give this half of the class clipboards, paper, and pencils. Take them to the beginning of the twine trail. Have students line up single-file.
- Show students the twine path and ask them: *How do we behave while we're on a special hunt through the garden?* Point out that it is easiest to pay attention when walking quietly and slowly and looking all around them.
- *You are going to follow the string trail. Try to spot with your eyes—but not touch with your hands or say out loud with your mouth—objects that do not belong in a garden.*
- *Every time you see an object that doesn't belong in the garden, make a tally mark. Model this. Make sure not to point at or touch the object, or shout out what you find. Just make a tally mark and do your best to remember the object.*
- Start students walking one-by-one on the trail, keeping the students a few feet apart from one another.
- When students reach the end of the trail, have them whisper to you how many objects they found. If they did not count all the objects, tell them how many there are and that there are still more to find.
- Let students walk the trail one more time.
- Gather kids together and talk about what belongs, what doesn't belong. *How could you tell which objects belonged in the garden and which ones did not? These objects were not living things.*

### Inquiry Activity Two (30 minutes)

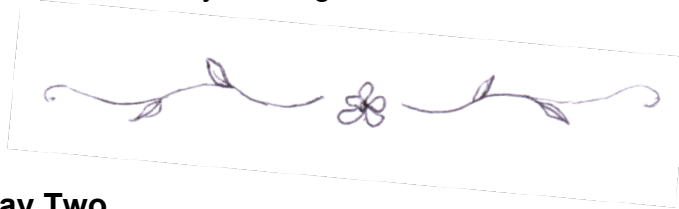
- *Instead of looking around a big part of the garden, you are going to return to your special spot one more time, now that it is nearly summer.*
- *You are going to find your special spot. You're going to sit down and use your sense to notice what is going on. What do you see? What do you hear? What do you smell? What do you feel?*



- *After a few minutes of observing, you're going to draw on this paper things you see, hear, smell and feel. You can also write words for the things you see, hear, smell, and feel.*
- *Think about how your special spot has changed since November and since April—the last time we got to sit in our special spot!*
- Circulate to help the students find their special spots and get going on their observations. It's fine for students to find a different spot than in previous months. Sometimes, students are more comfortable sitting in pairs or groups.

### **Closing Circle** (5 minutes)

- Have students describe their sensory observations from their special spots: what did they see, hear, smell and feel?  
*How is the garden different now that it is summer? What did you see that was different? How did it feel different?*
- Share a seasonal tasting. Tell students they did not have a chance to taste anything from their special spot, but now they can add that sensory experience to their day in the garden.



### **Procedure: Day Two**

#### **Opening Circle** (10 minutes)

- *This is the last day we're going to have all of you here to help us in the garden until September. Before we get to work, who can remind me of some of the living things we find in a garden? How can we tell if something is alive?*
- *And who can remind me of some of the non-living things that belong in the garden as well?*

#### **Inquiry Activity** (30 minutes)

- Have students switch activities so they can try the one they did not try the day before. (Please see above for lesson plan instructions.)

### **Closing Circle** (5 minutes)

- Have students share some of the objects they found that did not belong in the garden. See how many they can remember. Was it hard to pick out these objects? Why or why not? What was the most difficult object to see? Why? What was the easiest? Why? What was the silliest?
- *I am going to miss having you guys in the garden! Here's one thing I'm especially going to miss about having you guys out here.*
- *Does anyone else want to share something about what they will miss in the garden until we return in the fall?*

### Common Core State Standard Extensions

ELA, Kindergarten, W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Have the students draw a picture of one of the objects they found on the tour that did not belong in the garden. Have them write a few sentences about what the object is and how they know it does not belong in the garden.

### Other Extensions

Math: Tally all the living things you can think about from the garden: flowers, tomatoes, trees, birds, etc.



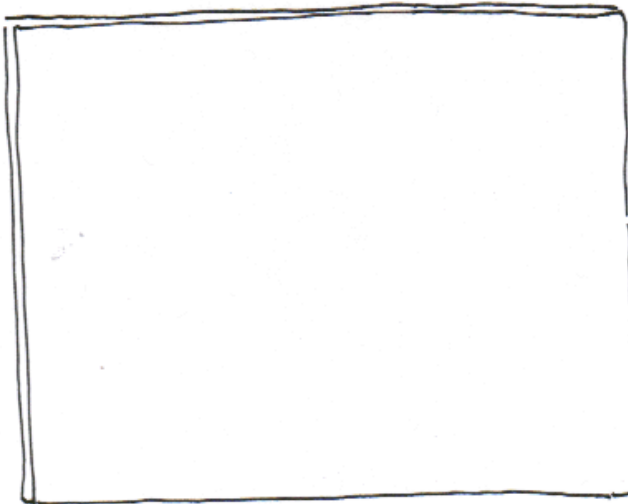
## Look Again Trail

How many things do you see?



## Look Again Trail

How many things do you see?



DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

{My Special Spot}

