

Walla Walla Public School Garden Lesson

Title: 3rd Grade- Spring Salad Garden Planting

Standards addressed: Life Science Standards EARL LS1A/3.L.2.3 Life Cycles (describe the lifecycle of a plant from seed to sprout, to adult, to fruits, flowers and seeds).
EARL3.L.2.2 Explain how environmental conditions determine how well plants survive and grow

Unit connections: Science: Plant Life Cycles

Description: This is a two part lesson. First, students will learn about the different types of salad greens they will be planting and will plant a variety of seeds in the school garden. Part two, in five weeks, students harvest the greens and will have a Salad Garden Party! Washing and cutting greens, radish and strawberries, mixing salad dressing, and serving/eating salad.

Date: Late March or early April -. About 5-6 weeks later for harvest/Salad Garden Party

Objective:

Discuss the nutritional benefits of eating a variety of greens in a garden salad; introduce students to many different types of salad greens, plant salad garden, and practice public speaking. If the class saved seeds in the fall, plant these seeds, reviewing the life cycle of plants. Label where the saved seeds were planted to compare with store bought seeds.

Time Required:

Planting: 60 minutes (with a volunteer running the outside planting while the other runs the inside presentations this could go faster)

Materials:

Salad green description and photo cards, seeds for; kale, chard, lettuce, mesclun mix, mizuna, arugula and spinach; popsicle sticks for labeling in the garden Coordinator can also plant some of the saved seed into seed trays 2 weeks prior to class and these starts can be transplanted. Planting store bought seeds alongside the saved seeds will provide a comparison during class.

Preparation:

Planting: Gather the seeds that were saved from the fall seed saving activity. Purchase any additional seeds (various varieties) that you will need for planting. Make sure the garden area to be planted is prepared ahead of time (at least to a point that students can help). Gather any planting tools you plan to use (trowels, etc.). Prepare labels for the garden rows, e.g. ARUGULA.

Make a plan with the teacher to return in about 5-6 weeks for the Garden Party.

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Class Discussion/Action:

1. Meet at the rug in the classroom. Discuss how and why fresh fruits and vegetables are good for you. *We're very lucky to be able to grow salad greens year round. The seeds we plant today will be ready for a salad party later this spring! What makes a good salad? Variety! We have so many more options than just iceberg lettuce.* With the picture cards, introduce lettuce, spinach, Asian greens such as mizuna, European greens such as arugula, chard, and kale and radish.
2. If lettuce seeds were gathered in the fall and planted previously in trays, observe these plants and seeds. If not planted in trays this spring before class time, plant them in a marked row in the garden.
3. Divide into 8 groups. Each group receives a greens description card and prepares a small presentation of information about the type of green on their card and shares their presentation with the rest of the class before planting in the garden. Information shared should include planting instructions from the seed packets, photos and distinguishing features.
4. Take class out to the garden. Distribute seeds to 6-8 students at a time for planting. Other students observe the planting in preparation for their own planting. Be sure to let the students know that they will get to harvest and eat all that they plant and take care of!

Alternate set up – 3 stations, with enough volunteers:

- 1) Reading greens description cards, discussing diversity and creating a presentation
- 2) Comparing saved seed starts with store purchased seed starts and reviewing the life cycle of plants
- 3) Planting variety of greens into the garden