

Garden Lesson Template

Spring Salsa Planting in the Garden – Kindergarten Lesson Overview

Science Standards addressed:

EALR 2: Inquiry. Big Idea: Inquiry: *Making Observations*

- Students learn that scientific investigations involve trying to answer questions by making observations or trying things out, rather than just asking an adult.

EALR 3: Application. Big Idea: Application: *Tools and Materials*

- Students learn to use simple tools (e.g., pencils, scissors) and materials (e.g., paper, tape, glue, and cardboard) to solve problems in creative ways.

EALR 4 LS3: Life Science. Big Idea: Biological Evolution: *Classifying Plants and Animals*

- Students learn that some objects are alive and others are not, and that many living things are classified as either plants or animals based on observable features and behaviors. Plants and animals are further classified into smaller groups such as insects and trees. Even these groups can be further subdivided. Classification provides a way to organize and find patterns in the amazing diversity of plants, animals, and the nonliving environment.

Kindergarten- Spring Salsa garden seed planting

Objective: Visit the classes to start seeds for the salsa garden.

Date: Mid-March

Time Required:

Materials: Depending on level of volunteers, create up to 6 planting stations (2 each for tomatoes, peppers, and onions)

Each station should include a box of potting soil, small pots, labels, and a tray to go under planted pots. Extra volunteers are great for each planting station. (We've also used old yogurt containers and milk carton bottoms for pots)

Vocabulary Words:

garden: an area of land used for growing flowers or vegetables.

Class Discussion and Action:

1. Visit each classroom. Talk with the class about **gardens**. *Who has one at home? What do you grow? What do plants need to grow? Air to breathe, soil for food, water to drink and light.... just like us.*

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2. *We're going to plant seeds for a special type of garden- a Salsa Garden! What do you think we'll grow? Tomatoes, Peppers, Onions*

3. Explain how seed planting will work. There are several options to consider; each class plant one type of plant (tomato, pepper); or have kids each plant two pots- one for school and one for home; or have each class plant both types of seeds; labeling with name and type; or no labeling. Do what makes sense to you. Have at least 6 tomato and 6 pepper plants for the garden.

4. After seeds are sown, water and place in a south facing window sill, or a centralized grow station with grow lights in the lobby. Establish schedule of watering. Ensure watering and care over spring break.

Kindergarten- Spring Salsa planting in the garden

Objective: Plant salsa plants

Time Required: Mid May

Materials: Plants grown up from seed, extra starts, hand trowels, shovels, watering can, hose.

Class Discussion and Action:

1. Talk about the seedlings. *How old are they now? Why didn't we plant the seeds into the garden to begin with?*

2. Show the group how to dig a hole, remove the plant from pot, open up the roots to spread out, and tuck into the soil.

3. Have small group of 3 students plant either a pepper, tomato, or a couple of onions. Pat down the soil and water in. Plant no more than two across the width of the beds. 3 across is too crowded.

Email-

Although there are fewer plants than kids, the students are really good at sharing the tasks at hand. I've had luck bringing a group of nine kids to the garden, which is then broken into three groups of three students. Describe that they will be planting the salsa bed so that they will have plentiful tomatoes, peppers and onions when they return for first grade salsa making in the fall. Then describe that to plant the seedlings we will need someone who is strong and can dig a good hole for the plant, someone who is gentle and caring who can pull the plant out and place it in the hole and someone who is careful and precise who can bury the roots carefully and water them in. I ask them to decide for themselves who gets which job. It can be surprising how many boys enlist themselves for the gentle caring job and how many girls enlist for the strong shoveling. If there are four in a group, have the fourth water and say kind things to the plant to "grow little tomato plant".

Before going to the garden I would ask to talk to the whole class about the garden: remember what you planted about 5 weeks ago? Do you have gardens at home? Can you think of rules for the garden? (feet on the ground, not in the beds, respect for all the creatures and each other, etc.). Then I would pick one

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of the themes and talk a little about that: What are the six parts of the plant? When we eat tomatoes what part of the plant is that? (fruit with seeds) When we eat an onion, what part of the plant is that? (type of root) Then briefly describe what you'll be doing and take out the first group.

You probably know this, but I'll mention it anyway, when planting tomato seedlings you can snip off the bottom leaves and plant them deep in the ground because the little hairs along the stem will turn into roots. (this too is of interest to the kinders). Be sure to give them lots of room. The peppers and onions can be closer together. I weeded out the bed again and I think it is ready for planting. If you run into any stray plants in the bed, don't hesitate to pull them out.

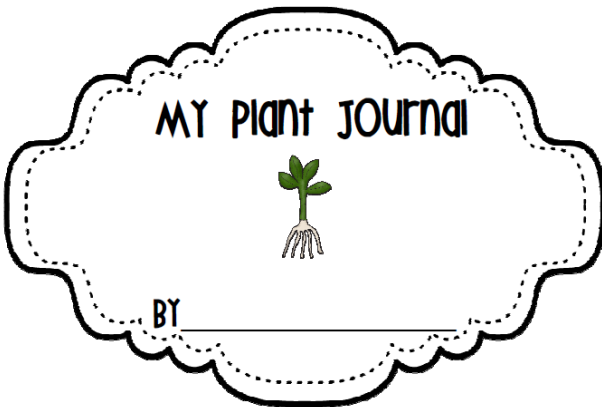
Seeds PowerPoint - This slide show can be shown by the classroom teacher before the garden coordinator visits the classroom and can also be used by the coordinator during the lesson.



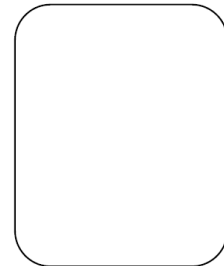
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Follow-up activities in the classroom: *templates are included separately as a pdf. file.

Observing plant growth: Use science journals or journal templates for students to record their observations of plant growth. See How to Plant Seeds Poster and Journal,* Plant Observation Book,* and Seed Observation Journal.*



Date _____



My Plant



Observation Book

By _____

Courtesy Bartlett

Swimming into Second

Day One

Today, I planted a _____

I put _____ and _____ into my cup.

I predict my plant will look like this.

Day _____

My observations:

Courtesy Bartlett

Swimming into Second

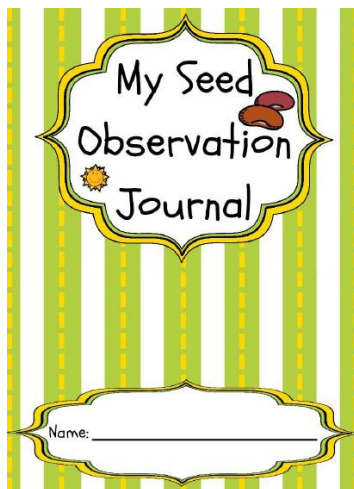
What did you learn about plants?

What 3 things does a plant need to survive?

- (1) _____
- (2) _____
- (3) _____

Courtesy Bartlett

Swimming into Second



Name: _____

My Seed Observation Journal



Date:	Sun Only 	Water and Sunlight 	Water Only

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Seed Plant Matching Cards*

Instructions: Seed & Plant Matching Cards

1. Prepare all of the cards.
2. Learn the names of the seeds and the plants.
3. Make a second set of cards & cut the labels off. Read the labels, match to the correct pictures.
4. Match the seeds/pictures to the plant pictures & then add the correct labels. Use the set of pictures with the labels as Control Cards to check your work.

[Learn how to prepare 3-part cards.](#)

[Learn how to use 3-part cards \(Classified Cards\)](#)

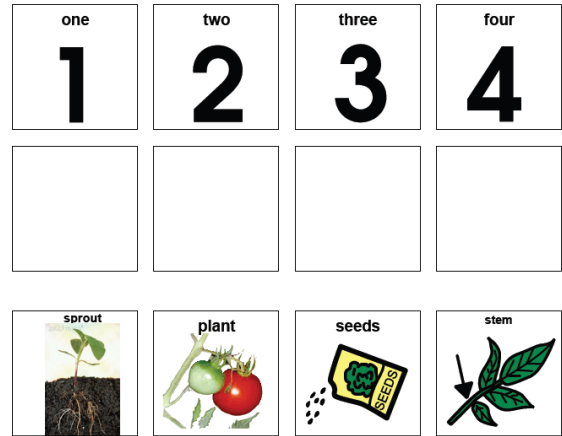


3/24/14 Seed Plant Matching Cards

Provided for FREE by www.montessoriprintshop.com

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Plant Life Cycle Picture Sequence*



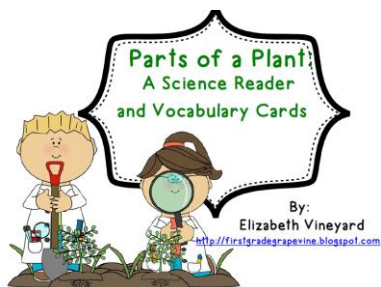
Standards addressed:

EALR 4 LS1: Life Science. Structures and Functions of Living Organisms: *Plant and*

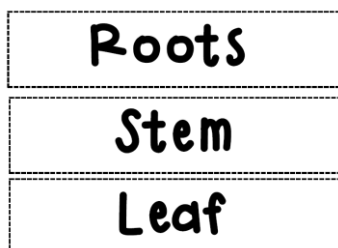
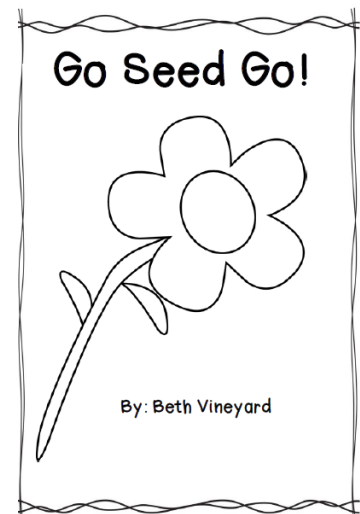
Animal Parts Students learn that all living things have basic needs, and they meet those needs in various ways. Just as humans have external body parts that perform different functions to meet their needs, animals and plants also have body parts that perform different functions to meet their needs. A magnifier is a tool that reveals further details of plant and animal parts that are not easily seen with the unaided eye. Learning about the diverse needs of plants and animals and the various ways they meet their needs will help to prepare students to understand more detailed structures beginning at the 2-3 grade band.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding

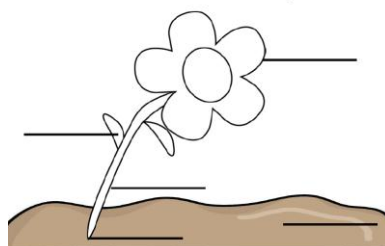
Parts of a Plant: Use Parts of a Plant: A Science Reader and Vocabulary Cards*



Classroom Bulletin Idea!



Parts of a Flowering Plant



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Standards addressed:

CCSS.ELA-Literacy.W.K.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.

CCSS.ELA-Literacy.W.K.3 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.

Writing: Use the writing templates* for your students to share their experience of planting.

narrative writing template

First: _____

Second: _____

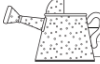
Last: _____

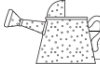
Closure: _____

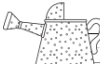
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Name: _____


How to Plant a Seed
What are the steps to plant a seed?


 First _____

 Next _____

 Then _____

 Last _____



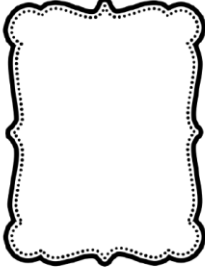


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informational writing

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informational writing



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Standards addressed:

CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Poetry/Song: Plant Seed Song* and Planting Seeds Poem Freebie* and Seed Song*

Little Plant Seed

(to the tune of I'm A Little Teapot)
Lyrics written by: Janai West



I'm a little plant seed
in the ground
Here are the roots
that hold me down

When I get all warmed up
See me sprout
Pop!
My stem comes pushing out.



I'm a flower
in the ground
Bees are buzzing
all around



When a bee lands on me,
it feels funny
Yay!
The bees made lots of honey!



Little Plant Seed (with motions)

(to the tune of I'm A Little Teapot)
Lyrics written by: Janai West

I'm a little plant seed
in the ground
Here are the roots
that hold me down

Student crouches on ground and hugs knees.

Use both hands to point all fingers down towards the ground

When I get all warmed up
See me sprout
Pop!
My stem comes pushing out.

Hug body and look up at the "sun".

Jump up with hands pointing to the sky like a stem.

I'm a little flower
in the ground
Bees are buzzing
all around

Hands on hips with elbows pointing out like leaves.
Point to self or flower hat.
Pretend to look at bees buzzing by.

When a bee lands on me,
it feels funny
Yay!
The bees made lots of honey!

Pretend a bee lands on your nose or shoulder (can cross eyes for added effect).
Both hands into the air when yelling "Yay!".

This is my garden,
I'll plant it with care.
Here are the seeds
I'll plant in there.
The sun will shine.
The rain will fall.
The seeds will sprout
and grow up tall.

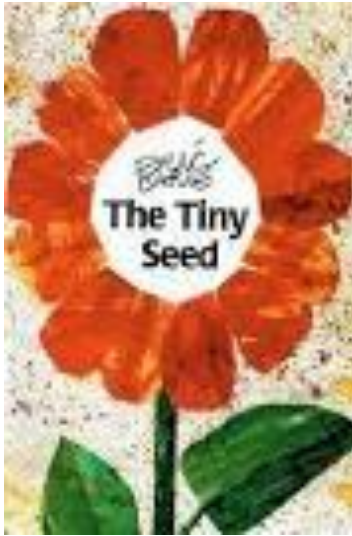
SEED SONG

By Sheila Wheaton
(Sing to *The Itsy Bitsy Spider*)

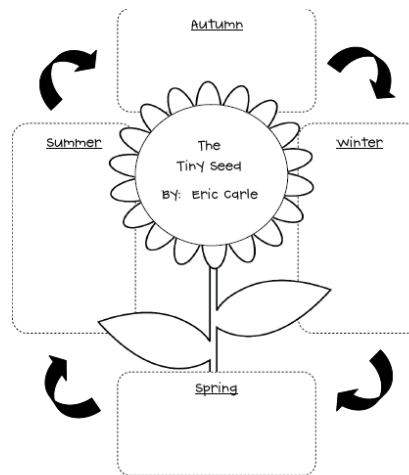
In spring I plant some seeds
and watch the rain come down.
Summer brings the sunshine
and flowers all around!
In fall my flowers wilt,
but they give me seeds to grow.
So now I want to plant again
if winter will just go!

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The Tiny Seed by Eric Carle:



The Tiny Seed Response*



This story takes place over ____ Year. It begins in the autumn and ends the following autumn. This is called a _____ story. Write one sentence about what the seed did in each season.

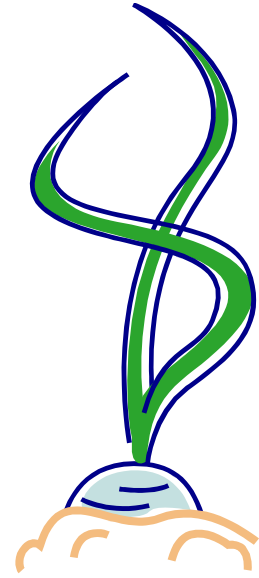
<http://planted-by-streams.blogspot.com/2010/05/tiny-seed-eric-carle-inspired-art.html> by Planted

By Streams: I did this project with a group of Kindergartners in our co-op as a part of an Eric Carle author study. We spent some time looking through his books, talking about his collage technique using painted sheets of tissue paper, and seeing how he does it in his studio (in *The Art of Eric Carle* - great book from our library). Then we tried our own version of the flower that grew from *The Tiny Seed*.

First, we needed to paint several sheets of paper. I used acrylic paint on copy paper to have a sturdier paper for the kids to cut. Will and I did all the painting beforehand because there wouldn't be enough time during the class. We brought the painted paper to class and starting cutting. A few kids added bugs, butterflies, and grass to their collage based on the pictures in book. Then we glued our flower to the white paper.



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