



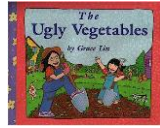
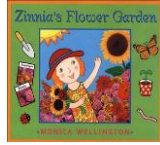
Researching Gardens



Library & Listening

Standards:

ELA.IT.D.PS.1-3
 ELA.SL.CC.PS.1-3
 S.LS.PS.6

**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- Garden images
- books that include garden illustrations
- paper
- blank books
- clipboards
- writing utensils

Vocabulary:

- garden
- public
- neighbor
- community

Preparation: Set up materials.

Intro to Centers:

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, *Zinnia*, the girl, and her mother planted **gardens**. What do you notice?"

"Here are images of **gardens**. What do you notice?"

"There are lots of types of Gardens. Some people create **Gardens** at their own home by planting flowers or vegetables in a designated space in their yard. There are also **public gardens** that can be found near parks or stores and filled with flowers or plants that are for everyone to enjoy.

Another type of **garden** is called a **Community garden**--big **gardens** that **neighbors** share. What do you notice about the different gardens?"

"Today in Library and Listening, you can use these materials to research and document information about **different** types of **gardens**."

Show illustrations.

Children respond.

Show images. Children respond.

Show illustrations as describing personal gardens & public gardens.

Show materials.

Children respond.

Show materials.

During Centers:

Encourage children to use their research to create gardens in Blocks and/or with Beautiful Stuff. Compare community gardens and public gardens in resource to the illustrations in *The Ugly Vegetables* and *Zinnia's Flower Garden*. Encourage children to graph survey results, "What would you plant in your garden?"

Guiding Questions during Centers:

- How are community gardens similar to or different from the gardens in the illustrations?
- How are public gardens cared for?
- How can you use your research to create gardens in Blocks/with Beautiful Stuff?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Arrange and document a field trip to a local public/community garden. Invite a community or family gardener to visit the classroom as an expert children can interview.