



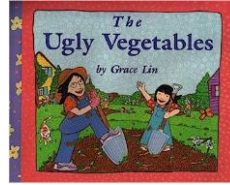
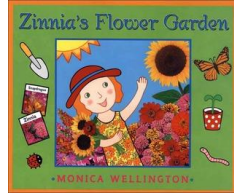
# Garden Signs



Writing &  
Drawing

## Standards:

CA.VA.PS.1 -5  
.ELA.W.TTP.PS.1-2  
ELA.W.PD.PS.1  
ELA.W.R.PS.1-2



### Materials:

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- garden signs images
- variety of paper
- craft sticks
- adhesives
- writing and drawing tools
- Beautiful Stuff

### Vocabulary:

- garden
- crop
- label
- sign
- row
- seed
- soil

**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 other **gardens**. What do you notice?"

"After the gardeners planted **seeds** in **rows** and covered them with **soil**, what do you notice?"

"Why did the **gardeners** place **signs** in their **gardens**?"

"Garden **signs convey**--tell--information. What do you notice?"

"The **garden signs** have drawings, words, and symbols."

"Today in Writing and Drawing, you can create **garden signs** for the **garden** you planted or for your pretend **garden** in Blocks."

*Show illustrations.*

*Show illustrations and images.  
Children respond.*

*Children respond.*

*Children respond.*

*Children respond.*

*Show materials.*

**During Centers:**

Encourage children to collaborate, i.e., one child draws a picture, another child writes the words. Encourage children to use Beautiful Stuff. Encourage children to utilize their garden signs in *Garden Center*. Compare and contrast children’s garden signs to illustrations/images/their friend’s.

**Guiding Questions during Centers:**

- How are garden signs helpful?
- How are your garden signs similar to or different from the illustrations/images/your friends’?
- How are garden signs similar to or different from store/traffic signs?
- How is a garden sign similar to or different from a map?

**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:**

Encourage children to create garden signs with information, i.e., “Please don’t pick the flowers”, “Remember to water the plants,” etc.

