

WEEK 1 Day

Art Table and Dramatization: Setting up Garden to Table

Children use materials from the Art Studio to create a garden and kitchen in Dramatization.

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Questions	In what ways do people, animals and plants depend on and impact the environment? What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	harvest: gather the fruits or vegetables from their plants or trees care: keep something or someone safe
Materials and Preparation	<p>This week sets up Dramatization for the 6 week Garden to Table process. During this first week, children will make decisions about what they want the area to look like. They will move in between the Art Studio and Dramatization to create their vision. Materials should support building out Dramatization to support their ideas. Offer various materials in the Art Studio for children to create with.</p> <p>In Art Table</p> <ul style="list-style-type: none"> ● Garden to Table images (include some images in Dramatization, as well) ● Beautiful Stuff: a variety of recycled and natural materials ● adhesives for Beautiful Stuff such as liquid glue and/or clear tape ● paper of various sizes, colors, and textures ● scissors ● felt in various colors, (brown for creating soil), green for gardens <p>In Dramatization:</p> <ul style="list-style-type: none"> ● Garden to Table images (include some images at the Art Table, as well) ● pretend food and/or clean food containers

	<ul style="list-style-type: none"> ● food preparation supplies (dishes, eating utensils, cooking utensils, napkins, hot mitt, pots and pans, etc.) ● gardening tools ● large pieces of fabric ● kitchen furniture and other equipment ● clothespins ● chart paper, 1 sheet ● markers ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools <p>Arrange the area minimally. Set unopened boxes of props in the center of the space. Make sure there is adequate space for children to move around.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: chart paper and markers.</p>
<p>Intro to Centers</p>	<p><i>We are starting a new Unit known as Our Earth. In this Unit, we will learn more about the natural world and explore our role on this planet. We will transform Dramatization into many places during this unit; the first are a garden and kitchen. Let's take a moment to think about what gardens and kitchens look like. What should we include in our class garden and kitchen?</i></p> <p>Provide time for children to think quietly. Gather childrens' ideas and record on chart paper. Remind children that this will be their space to design and that it can change as they begin to use it and have more ideas.</p> <p>Show a few garden images. Prompt children to consider details of the garden: What type of fruits/vegetables will they grow? What types of tools do they need?</p> <p>If necessary, prompt children to consider details of a kitchen: What kinds of props do we already have? What more should we create?</p> <p><i>We have made quite a list of ideas!</i></p> <p><i>This week during Centers we will start setting up our kitchen and garden in the Dramatization Center. You can start by seeing what's already there. Then take a look at this list to consider what else we need to create. Then go to the Art Table and you can make the</i></p>

	<p><i>materials. At the Art Studio, you will find various art materials, including a collection Beautiful Stuff.</i></p> <p>Model thinking aloud. <i>You mentioned that you would love to grow strawberries in our pretend garden. How might I create pretend strawberries at the Art Studio? What materials might I need?</i></p>
During Centers	<p>Children will prepare the Dramatization Center for the garden and kitchen. First, children will access what materials already exist in the Drama Center. Then they will decide what needs to be added. They will create props in the Art Studio and bring them back to Dramatization.</p> <p>Support children’s movement between the two Centers.</p> <p>Suggest that children make labels for the places they want to keep particular materials.</p> <p>Challenge children in thinking about how to organize materials so that they are useful, accessible to all, and can be cared for.</p> <p>Encourage children to make a list of additional materials they might need.</p>
Facilitation	<ul style="list-style-type: none"> ● What is your plan -how will our garden look? How about the kitchen? ● What will you use to create that? ● What props will you need? ● How can you ask another person to play with you? ● How are you figuring out how to take turns with each other? ● How should we arrange the materials so they are ready for our friends to use? ● How will you represent the ideas with Beautiful Stuff? ● How did you decide on the materials?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.V.Cr.01 - Boston Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>