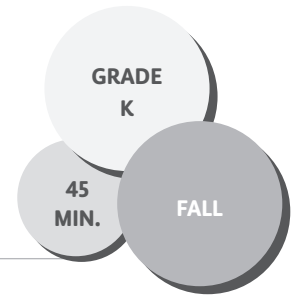


# Garden Explorations

**THEME:** LIVING UP TO OUR FULL POTENTIAL



## ESSENTIAL QUESTION

*How can we be kind to the living things in the garden, including plants, animals, and people?*

## LEARNING OBJECTIVE

✓ Students will be able to explain the care and safety agreements they will follow in the garden.

## LESSON DESCRIPTION

This lesson serves as an introduction to the garden by providing exploratory time and reviewing garden agreements.

### MATERIALS

- Garden Hunt Cards (pp. 187-189)
- 1 Poster board
- Markers
- Chime or whistle (optional)

## PREPARATION

- › Print and presort Garden Hunt Cards to ensure you have enough pairs for the size of your class, and take out any cards with images of objects that students wouldn't find in your school's garden. Be sure to have multiple copies of the same pairs.

## ACTION STEPS

**1. Making Introductions:** Gather students in a circle and, one at a time, have them say their

name and something about themselves, such as their favorite fruit or vegetable or their favorite thing to do outside. **(5 min.)**

**2. Playing Garden I Spy:** Demonstrate how to play I spy. Give an example such as *I spy with my little eye something that is really tall and has a yellow flower*. Accept guesses from students about what the object is. Then assign students partners, and have them play in pairs, taking turns with spying and finding objects. Before sending students out to explore, let them know the physical boundaries for their exploration and how you will be calling them back, such as by saying, *When you hear me crow like a rooster, it's time to come back to this spot and gather in a quiet circle to hear what's next*. Use this same callback strategy every time with this group so they become accustomed to it. Options include crowing like a rooster, howling like a coyote, ringing a chime, blowing a whistle, or using a call-and-response chant. You might also ask the classroom teacher what strategy the class uses daily and adopt that. **(10 min.)**

**3. Developing Group Agreements:** Use your callback strategy to gather students back together. Once they're gathered, ask, *Did you see any living things in the garden?* Lead

students to consider how they could care for the living plants and creatures, including themselves, while they are in the garden. Explain, *It's important that we pay attention and keep all those living things safe and cared for.* Ask the following questions, one at a time: *How can we keep plants safe and cared for? How can we keep insects and other critters safe and cared for? How can we keep each other safe and cared for?* As students share answers to each question, summarize their ideas, and develop a few care and safety agreements that they can follow when they are in the garden. Keep the agreements as brief as possible. Record these so you can refer to them each time this group visits the garden. **(10 min.)**



**4. Touring Care and Safety Agreements:** Create fun, physical, and interactive ways to review the care and safety agreements. For example, if

you have the agreement *Feet on the path!* have students march in place and chant the agreement. Or, for *Harvest with two hands*, have them raise two hands and wiggle their fingers. So when you need to remind students about the agreement later, you have a hand gesture to reinforce it. Consider taking students on a tour or parade through the garden to practice the agreements. As you're marching, ask questions such as, *Can I pick this?* Have students chant back an agreement such as *Ask before trying.* **(5 min.)**

**5. Playing Garden Hunt Matching Game:** Show students the Garden Hunt Cards, and explain that they'll play a game where they'll find their partner by finding who has the same card. Once they find their partner, have the pair hunt around in the garden for what is pictured on their card. After they've found their object, tell them to come back to your gathering space. Whenever a pair comes back, send them out for a second or third round by giving them a new object to find. As they play, walk around the garden and reinforce the expectations by saying things such as, *You're being very careful to protect our plants by staying on the pathways!* or *It was thoughtful of you to leave that worm alone when you found it.* Also remind students that when we care for the edible plants (i.e., the plants we eat) growing in the garden, we are caring for the people who will eat them after they are harvested. **(10 min.)**

After the class has finished, create an illustrated poster that you can continue to post agreements on and refer to in future lessons.

Include the agreements you developed together, including at least one example under each of the following three headings: Taking Care of Plants, Taking Care of Animals, and Taking Care of Ourselves.

## REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *What was your favorite thing you saw in the garden today?*
- *What do you look forward to doing in the garden?*
- *What is one of the care and safety agreements that's important to remember while you're in the garden?*
- *Why is it important to be safe and show care in the garden?*

## ADAPTATIONS

**Variation:** Instead of using the Garden Hunt Cards, you can pass out leaves you've picked from different plants in the garden. Then students can find their classmate with the same leaf and together find the plant that the leaf belongs to.

**Art:** Once students find their object, have them sit with their partner and each draw the object on paper. Alternately, have students draw a map of the garden.

## ACADEMIC CONNECTIONS

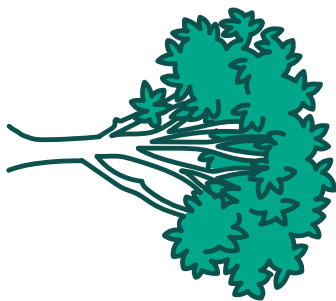
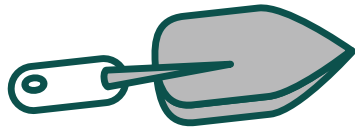
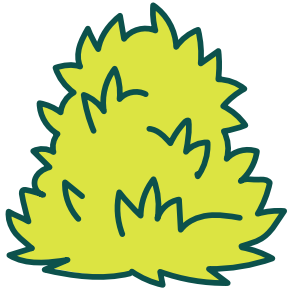
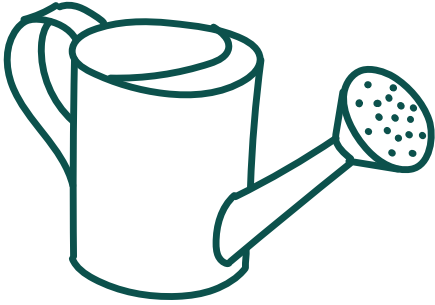
English Language Arts Common Core State Standards

### **CCSS.ELA-LITERACY.SL.K.1.A**

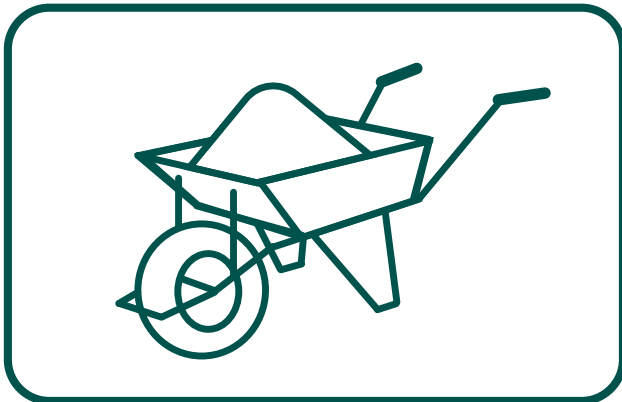
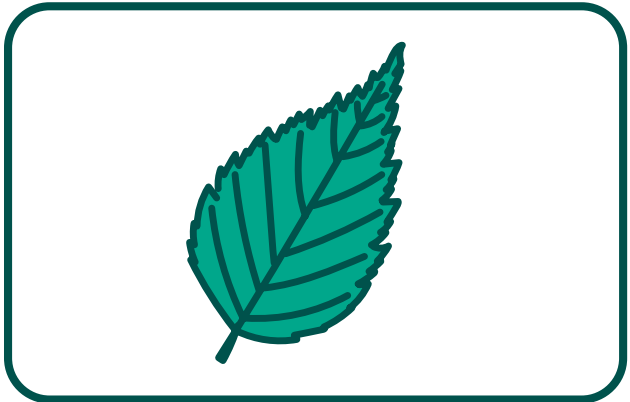
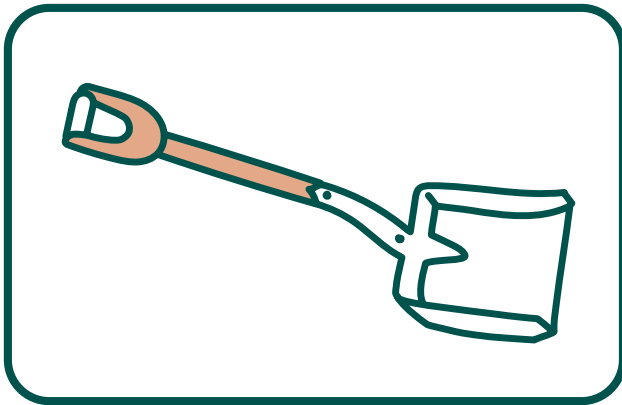
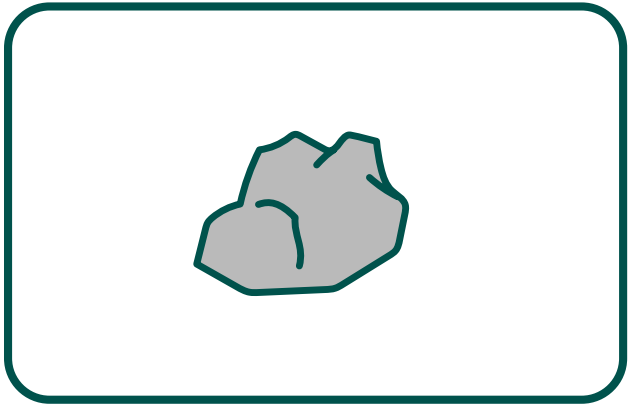
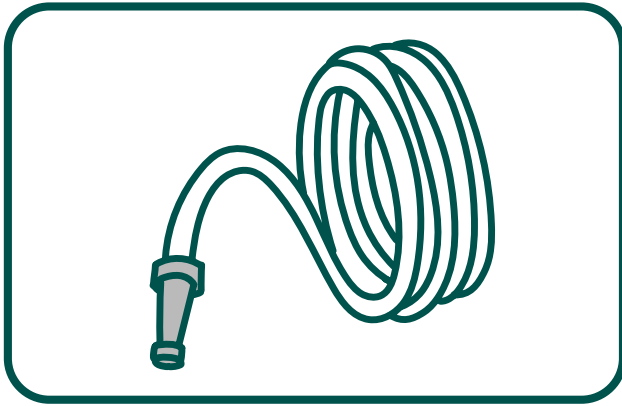
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).



# Garden Hunt Cards



# Garden Hunt Cards



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