



Intentional Play Unit Title:	Garden Center	Length of Unit:	3-4 weeks
Scenario Description/Overview:	Students will engage in learning experiences that provide them with the opportunity to explore a retail store for flowers, garden center, etc. Additionally, students will engage in performing roles surrounding the growth, care & sale of plants.		
Essential Questions:	<p>What is a cycle? (a cycle repeats)</p> <p>What is a sequence? (things go in order)</p> <p>What do living things need to grow?</p> <p>Benefits of plants & insects</p> <p>How does the weather impact plants?</p>		
Standards:	<p>Standards to be addressed: (math, science, social studies, language/literacy, social, cognitive, physical, health)</p> <p>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite book</p> <p>L.36.14 Enjoy telling and retelling stories and information</p> <p>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</p> <p>M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g. use words such as “tall,” “long”)</p> <p>M.60.10 Begin to use strategies to determine measurable attributes (e.g. length or capacity of objects). May use comparison, standard and non-standard measurement tools</p> <p>M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g. indicate which is more)</p> <p>M.60.11 Represent data using a concrete object or picture graph according to one attribute</p> <p>M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute</p>		

	<p>M.60.9 Compare the measurable attributes of two or more objects (length weight and capacity) and describe the comparison using appropriate vocabulary (longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same)</p> <p>M.60.10 Begin to use strategies to determine measurable attributes. May use comparison, standard or non standard measurement tools</p> <p>S.36.1 Ask simple questions related to things observed through the senses</p> <p>S.60.4 Give evidence from observations and investigations</p> <p>S.36.5 Observe features of plants and animals and explore function of features</p> <p>S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages</p> <p>S.36.3 Observe how a variety of living things obtain food as a source of energy for surviving</p> <p>S.60.9 Provide examples of how animals depend on plants and other animals for food</p> <p>SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them</p>
Key Vocabulary:	sequence cycle floral design gardener botanist horticulturist arborist parts of the flower - stem, petals, roots pollen seedling soil

Background Knowledge

- **Initial Activity: web/KWL**
- KWL- What do we know about plants? Have you ever planted plants?
- Where? What did you do to keep your plants healthy and alive after they began to grow?
- Questions for students:
 - What is a living thing?
 - What do living things need to grow?
 - How do we know it is a plant?
 - How do we experience plants in our daily lives?

<i>Students will KNOW...</i>	<i>Students will be able to (DO)...</i>
What plants need to grow	Will be able to plant seeds and take care of seedlings
Understand a lifecycle	Demonstrate the sequences of a lifecycle
Benefits of plants	Be able to name how plants benefit our lives

MPS Vision of the Learner

- ❖ Scholarship
- ❖ Personal Development
- ❖ Citizenship [MPS Vision of the Learner](#)

Milford Public Schools Elementary Lesson Structure (Learning Progression)

Suggested Text And Hyperlinks:	Virtual Trips: <u>Visiting a Garden Center</u>
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	<p><u>Blippi Visits a Garden Center</u>- Blippi <u>Flower Shop</u> - Kid Vision</p> <p>Youtube Books/Informational Text:</p> <p><u>From Seed to Pear</u> by Ali Mitgutsch</p> <p><u>From Seed to Plant</u> by Gail Gibbons</p> <p><u>Growing Vegetable Soup</u> by Lois Ehlert</p> <p><u>I Really Wonder What Plant I'm Growing</u> by Lauren Child</p> <p><u>Planting a Rainbow</u> by Lois Ehlert</p> <p><u>Sunflower House</u> by Eve Bunting</p> <p><u>The Tiny Seed</u> by Eric Carle</p> <p><u>Up in the Garden Down in the Dirt</u> by Kate Messner</p> <p><u>The Carrot Seed</u> by Ruth Krauss</p> <p><u>Dinofours: My Seeds Won't Grow!</u> by Steve Metzger</p> <p>Scanned Books:</p> <p><u>Books related to Gardening/Flowers</u></p>
Message of the Day:	<p>Create an interactive message of the day with students. Think about what you may learn about today, what you may read about, a special school event, etc.... use this as the topic for the message of the day.</p> <p>Examples:</p> <p>Draw a picture of a plant ;</p> <p>Sentence: Today, we are going to learn about plants.</p> <p>Draw a picture roots ;</p> <p>Sentence: Today we are going to learn about the parts of a plant.</p>
Question of the Day: (based on scenario)	<p> <u>Garden QOD</u></p> <p><u>Life Cycle QofD</u></p>

focus)	
Related Roles: (based on the scenario)	Gardener Florist Salesperson Botanist Arborist Customer Delivery person
Learning Stations: (suggestions)	<p>Intentional Play Center- *Build and construct a classroom garden/flower shop.</p> <p>Math Center- *Measuring flowers and plants with nonstandard units by length and height.</p> <p>*Sort various types of seeds- sunflower, zinnia, pumpkin</p> <p>*Corresponding numbers- Put the quantity of seeds on corresponding numbers. Discuss more, less, equal</p> <p>Science- *Discuss parts of plants and how they get their nutrients. Put celery in cups of colored water to observe daily changes and how the water travels up the stalk to the leaves.</p> <p>*Plant seeds in plastic bags with paper towels. Record observations. Do plants need soil/dirt to grow?</p> <p>*Plant seeds in dirt. Water some and don't water others. Record daily observations.</p> <p>*Go on a nature walk and take pictures of flowers and plants that you find. Research the names of those you do not know. Make them into a book for the class library.</p> <p>Sensory Table- *Add soil, small pots, gardening tools, artificial flowers and seeds. When the scenario is close to the end use the soil and seeds to plant for Mother's Day project</p> <p>Blocks Center- Add artificial flowers/plants, different colored felt, gardening tools to design and build flower or vegetable gardens</p> <p>Art Center-* Create a seed/bean mosaic.</p> <p>*Create flowers using various petals and leaves. Make leaf and petal templates out of cardboard for students to trace and cut.</p> <p>*Use a plant or bouquet of flowers as inspiration for students to watercolor.</p> <p>Literacy Center-*Sequencing life cycles.</p> <p>*Add books, word lists and various materials to create books and pictures about plants and gardening.</p>

	<p>*Create signs for different areas of the room, and name tags of roles in dramatic play.</p> <p>Playdoh Center- *Add seeds, artificial flowers and plants, things students gather on a nature walk to the playdough center to create a garden.</p> <p>*Have students make worms and measure them, talk about length, shortest, longest, thin, thick.</p>
Graphic Practice:	<p>Please visit our preschool drive and find the graphic practice folder specific stories for each graphic listed below:</p> <p>Ground</p> <p>Grass</p> <p>Row of seeds</p> <p>Flowers</p> <p>Bee</p> <p>Water</p>
I Have Who Has:	<p>Flower Game</p> <p>Gardening</p>
Tuff Tray:	<p>Outdoor Tuff Trays</p> <p>Tuff Trays</p>
Movement:	<p>Can you plant a bean?</p> <p>This is my garden- Finger Rhyme (Could be turned into a full body song)</p>
Science/Social Studies:	<p>Features of the Earth pg 22</p>
SEL:	<p>Talking to plants in a quiet area.</p> <p>What do plants and people need? How are they the same and different?</p>
Assessment Opportunities:	<p>Based on whole class and individual student needs utilizing CTELDS and CT DOTS benchmarks and standards</p>
Additional Resources:	<p>See Resource Folder</p> <p>Plant flowers for Mother's Day</p>

Family Engagement:	Sparkler App Grow Garden, Grow! Home Gardener Plant a Flower

Making Student Thinking Visible	Hints: Extensions:
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