

Purpose & SOL

- Students will prepare a garden plan for each planting season
- Science K.7 (b,c), K.9 (a,c), 1.4 (a), 1.7 (a), 2.4 (b), 2.7 (a), 3.4 (b), 3.7(a), 3.8 (c)

Explain

- Most plants have optimal seasons for planting and harvesting, this should be taken into account when planning for a garden
- There are five basic things plants need to grow: air, soil, water, sunlight and space. The varying availability and intensity of these five things determine when a plant has optimal growing conditions
- We need to know how long it takes for plants to produce fruit in order to make sure we harvest them at the right time and have enough food

Materials

- Garden calendar (growing guide)
- Magnetic board and magnets depicting plants

Preparation

On the magnetic board draw spaces representing your garden beds for each season

Engage

- Why is it important to plan for a garden?
- What do plants need to grow?
- What is a season? What's the weather like in each season?
- Do all plants grow during the same season? What plants grow in the summer? (blueberries, tomatoes) Fall? (pumpkins, apples) Winter?(oranges, broccoli) Spring? (artichokes, strawberries)

Procedure

1. Show students the garden calendar and explain how it can be used as a reference when deciding which plants should be planted for the upcoming garden season, and then when you'll be able to harvest those plants.
2. Tell students as a class you're going to be planning the garden for the upcoming year (or season) and they'll need to decide which plants they should plant by using the garden calendar.
3. Ask students to examine the garden calendar and think of which vegetables/fruits they think should be planted in the garden for each season.
4. Start with the upcoming season and call on students one at a time and ask what they think should be planted in the garden. That same student will then place the magnet that corresponds with the plant that they named in the garden bed under the appropriate season. Repeat until you've filled up the garden bed representing that season, and then go through each of the remaining seasons until you've planned out the whole year.
5. Review the importance of planning for your garden and how what you plant and when you plant is influenced by the seasons.
6. Ask students what else they can think of that might be important to consider when planning a garden (the space that each plant needs to grow).

Classroom Extension

Use the topics covered in the lesson to create a writing prompt for student journaling.

