

# 6

# Observing in the Garden

## NGSS Addressed

**K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**2-PS1-1** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

**3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

## ELA CCSS Addressed

**K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**1.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**2.W.8** Recall information from experiences or gather information from provided sources to answer a question.

**3.W.8** Recall information from experiences; take brief notes on sources and sort evidence into provided categories.

**4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, and categorize information, and provide a list of sources.

**5.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



## Materials

Response journals, outside or inside garden/plants to observe

## Success Skills

- **Collaboration:** working in groups or pairs to observe plant life Communication: communication of observations.
- **Critical Thinking:** students analyze the current state of the garden or plant.
- **Creativity:** students draw the existing garden.



## Challenging Question

What conditions will make it most likely that plants grow in a garden?

## (All Grades) Access Prior Knowledge

- Review the seed to table cycle with the class. Call attention to the Planting a Seed stage.

**Ask:** How can we increase the chance of our garden growing?

- Chart the responses to assess knowledge of growing seeds.



## Explore

### Kindergarten and First Grade Explore

In this lesson, students will:

- Explore the school garden, observing the environment for best environment to grow plants.
- Observe and document things within the garden.
- Communicate thoughts on what they have observed. Make suggestions for improvements.

**Say:** All good scientists observe in their work. We have been talking and reading about how to grow plants, and what things we need to do to help plants grow. We will walk to the school garden (or take turns observing plants in the school or classroom) to make conjectures on why (or why not) plants are growing.

- Explain that students will need to make a drawing of what they see. They should be able to describe the drawing.

### Kindergarten and First Revision and Reflection

Journal: Students will draw a picture of what they have observed in the garden. Teachers may help students record observations or students may write independently.

### Second and Third Grade Explore

In this lesson, students will:

- Explore the school garden, observing the environment for best environment to grow plants.
- Observe and document things within the garden.
- Communicate thoughts on what they have observed. Make suggestions for improvements.

**Say:** All good scientists observe in their work. We have been talking and reading about how to grow plants, and what things we need to do to help plants grow. We will walk to the school garden (or take turns observing plants in the school or classroom) to make conjectures on why (or why not) plants are growing.

**Explain** that students will need to make a drawing of what they see. They should be able to describe the drawing.

## Second and Third Revision and Reflection

Students draw and describe their observations from the garden.

## Fourth and Fifth Grade Explore

In this lesson, students will:

- Explore the school garden, observing the environment for best environment to grow plants.
- Observe and document things within the garden.
- Communicate thoughts on what they have observed. Make suggestions for improvements.

**Say:** All good scientists observe in their work. We have been talking and reading about how to grow plants, and what things we need to do to help plants grow. We will walk to the school garden (or take turns observing plants in the school or classroom) to make conjectures on why (or why not) plants are growing.

**Explain** that students will need to make a drawing of what they see. They should be able to describe the drawing.

## Fourth and Fifth Revision and Reflection

Students draw and describe their observations from the garden.

