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Getting Feedback on Plans

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

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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, garden maps from previous lesson

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 garden maps of the group in the class.

Ask: Why is it important to consider companion plants when planning a garden? Have students talk to shoulder partners or in table groups.



Explore

Kindergarten through Fifth Grade Explore

- Students will look at the garden map done by the class (K-1) or the maps completed by table groups (2-5).
- Introduce the opportunity to give feedback about the design of the garden or the choice of the plants within the garden.

K-1: Teachers need to model what feedback looks and sounds like. (Remember, feedback is a critique, meant to help improve the design.) Teachers can have students talk to each other about the design and pull equity sticks to get students to begin critiquing the class map.

- Teachers should take notes on the suggestions that students have, putting the suggestions on sticky notes with student's names on the note.

2nd-5th: Teachers need to model what feedback looks and sounds like. (Remember, feedback is a critique, meant to help improve the design.) Students can leave feedback on sticky notes on group maps, or there can be a basket (or other receptacle) for each map where students can leave their feedback. Feedback needs to have the names attached. This way, if the group needs clarification about the feedback, they can go to the source.

Kindergarten through Fifth Grade Revision and Reflection

Journal: Students write about the feedback process and how it can help students develop their ideas. Possible prompt: How can giving or getting feedback help you develop and/or refine your designs/ideas?

