

Grade 3

THE SCHOOL GARDEN AT HOME

Georgia Performance Standards Covered:

- **ELACC3SL1** – Comprehension & Collaboration – Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners about grade 3 topics and texts, building on others’ ideas and expressing their own clearly
- **ELACC3SL4** – Presentation of Knowledge and Ideas – Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- **ELACC3SL6** – Presentation of Knowledge and Ideas – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- **ELACC3W7** – Research to Build and Present Knowledge – Conduct short research projects that build knowledge about a topic
- **ELACC3W8** – Research to Build and Present Knowledge – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Essential Question:

How can the plants grown in the school garden be used in your home?

Objectives:

- Build students’ ability to research a topic using human and digital resources
- Allow students to practice speaking in front of a large group
- Encourage parent/guardian participation & interest in children’s schoolwork and in the school garden
- Expand context & applicability of school garden to students’ home & family lives
- Foster mutual respect and multicultural understanding among student peers

Key Words & Terms:

- Utility
- Multipurpose

Abstract:

Students will interview household members about how plants in the school garden are used in their homes and brainstorm new ways to experiment with them. They will incorporate this information into a short presentation to be delivered for their classmates the next day. Finally, the class will research additional uses of school garden plants via Internet in the school media center.

Materials:

- Paper & pencil for each child
- Computer access for each child

Procedure:

- 1) Introduce the lesson – In a trip to the school garden, have the students identify and jot down all the plants currently being grown. Start a dialogue about their familiarity with the plants outside of the school garden. Ask if they had seen any of the plants before they saw them in the school garden. Where have they seen them? Have they seen in them in the ground, on their plates, at the supermarket, on television, etc.? How have they heard other people talking about the plants and/or their produce? Where have they noticed seeing the plants after being exposed to them in the garden? Tell students they will be interviewing members of their household and further reflecting on how they have seen the school garden plants used in their own homes. Tomorrow they will present their unique personal experiences to the class.
- 2) Explain the homework assignment – Students will take home the list of plants in the school garden to share with their parents/ guardians. There will be 3 parts to the HW assignment that the students should copy and answer:
 1. Discuss and jot down all the ways in which each of the school garden plants has been or is being used in your home.
 2. Select just one of the school garden plants to present to the class and share your favorite ways it is used at your home. Try to come up with at least 2 ways it is used. Be detailed! Take note of preparation techniques or recipes, what the plant is usually consumed with, how long that recipe or technique has been used in your family, etc. Feel free to include short, *relevant* histories and stories. Write this information down to help with the presentation tomorrow.
 3. With your family member, brainstorm at least 3 new ways you would like to use the selected plant or a different school garden plant in your home. Examples include specific ways to cook with it (try developing, modifying, or searching for a new recipe!), grow it in your home garden, decorate or perfume the house, etc. You will also present these ideas to the class tomorrow.
 4. Prepare and practice your presentation in front of the members of your household! The presentation need not be longer than 2 minutes.
- 3) Mediate the student presentations – The next day, give students 5-10 minutes to look over their notes they made the night before to prepare for their presentation. Assign an order of presenters or take volunteers. Have enough copies of the presentation rubric for each child at hand, if using. Allow for questions at the end of each presentation. If fellow students do not have questions or comments, invent your own so as to further engage and challenge the student speakers.

(Optional: Compile the ideas each family came up with and send the class list of ideas home with each student to encourage the students' families to experiment with vegetables & herbs.)

Note: In discussing potential at-home uses of school garden plants, be sure to mention previous class cooking demos performed with plants from the school garden!

- 4) Media center challenge – After each child has presented, move the class to the media center. Challenge students, in pairs or individually, to find as many different uses as possible for the school garden plant they presented on. Suggest they use phrases like the following to start their Internet search: “cooking with (name of vegetable/ herb),” “uses for (name of vegetable/ herb),” and “recipes with (name of vegetable/ herb).” Suggested time for Internet browsing is 30-40 minutes with an additional 5 minutes to finish writing down their findings and sources.
Consider making it a contest to see who can find the highest number of uses for the plant and/ or the most creative use of one of the plants (to be judged by you, the media center specialist, etc.). Bonus points for non-food uses (e.g. medicinal, decorative)!
- 5) Wrap-up – Back in the school garden, award the prize(s) for the media center challenge! Besides the satisfaction of learning a lot, you could offer the winner(s) the day's harvest of the plant they researched and presented on, seeds of the plant (or next season's plants) to grow at home, or let them be the garden taskmaster for a week. Ask students what they have learned about the plants they are growing and about each other. What are some of their favorite ideas or stories shared by other students? What is the most interesting plant use they found online? What new ideas are they most excited to try at home?
(Optional: Do a class vote to see what idea the students are most excited to try and make a plan to do it together as a new class lesson!)

Sample presentation rubric to cover standards:

Rank each student presentation on a scale of 1-5 for each of the following 7 categories. 5 would be the maximum score representing top achievement and 1 the lowest score, implying considerable improvement is needed.

To help with the copy calculations for your class, there are 4 rubrics per page.

You can write the student's name in the total score box.

Criteria	Score (1-5)
Stays on topic	
Gives examples of use at home	
Gives examples of potential future use	
Provides detail/ supporting information	
Speaks in complete sentences	
Speaks at an understandable pace	
Gives relevant, concise response to teacher's questions	
TOTAL	/35

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Stays on topic	
Gives examples of use at home	
Gives examples of potential future use	
Provides detail/ supporting information	
Speaks in complete sentences	
Speaks at an understandable pace	
Gives relevant, concise response to teacher's questions	
TOTAL	/35

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