



3rd Grade SPRING LIFE

Important - What to Plant (Each class will plant a full bed and Bed 1 will be divided between the 3 classes):

Lindstrom - ALL plants in Bed 2 & ONLY tomatoes in Bed 1

Trujillo - ALL plants in Bed 3 & ONLY potatoes in Bed 1 (Note: strawberries are in the round planter off bed 3, so parsley and cilantro will be planted in the circle planter by bed 4)

Pless - ALL plants in Bed 4 & ONLY Marigold, Ground Cherries, & Peppers in Bed 1

Lesson Summary and Goals

Building on what the students have learned about seeds in their FOSS science lessons, students will investigate and learn about the plants that they will be growing in their school garden. They will create a bulletin board to display what they learned for the rest of the school. Finally, the students will get first hand experience with seeds as they plant the summer garden.

Center 1:

Supporting Resources

Videos:

- [Scenes](#) from a third grade planting with students

Guides:

- [Summer Garden Planting Guide/Volunteer Support Instructions](#)

Lesson Materials

- Sample seed packet

- Planting kit (trowels, popsicle sticks, sharpies)
- Seeds and seedlings delivered by GTT staff
- Planting maps
- Watering cans or handled bowls

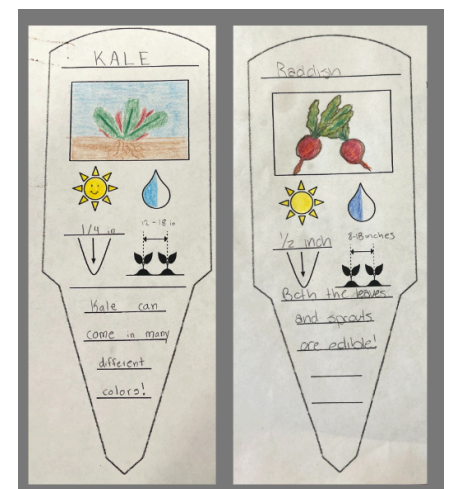
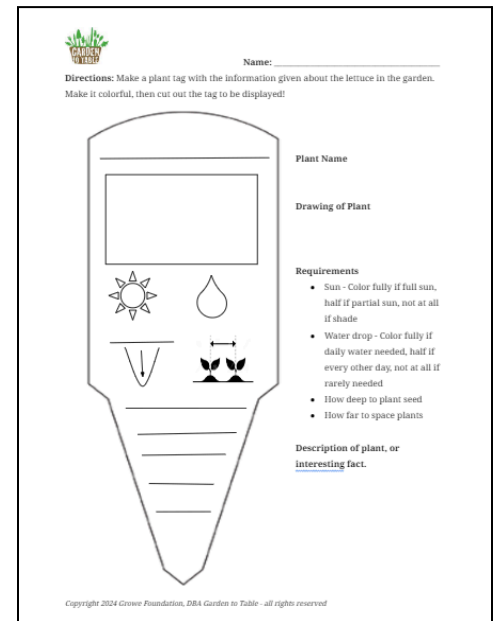
Supplies:

- Pencils
- Colored pencils or markers
- Black Sharpies or Felt Pens
- Scissors
- Bulletin Board decorations and supplies

What Does Our Garden Grow? (One-page Procedure)

Procedure with the students

1. Set the goal for the lesson by using the guiding question: **What will our garden grow?**
2. Allow students a chance to describe what has been happening in the garden (lettuce planting and harvesting) and guess what types of plants might be planted for the summer garden. Help them to understand that third graders have the privilege of planting the majority of the seeds for the summer garden. Then the garden will be ready to harvest when they return in the fall!
3. As a class, review how to read the back of a seed packet for information.
4. Ask students if these planting instructions and recommendations are universal? Do all seeds need the same spacing and have the same requirements for sun and water? Students should realize that plants have different needs, so their seeds will also require different treatments. Today, each student will have a chance to investigate one of the many plants that will be planted in the garden. They will create a plant tag for the vegetable or flower of their choice. This will help them learn about the plants and how



to plant the seeds, but also allow for the rest of the school community to learn about their vegetable garden.

5. Show students the [Seed Packet Set](#) that will be planted in the garden. Remind students that these represent the actual plants that they will be putting in the garden. Scroll through several pages and allow the students to call out the names of the different vegetables and flowers. Now, project the [Plant Tag Worksheet](#) and model how to do the worksheet, using a seed packet as an example.
6. Ensure a variety of plant tags get made.
7. Set the following expectations.
 - a. Work individually.
 - b. Use seed packet sheets to find information
 - c. Begin by filling out the information in pencil. Then, after getting it checked by the teacher, may copy the written words in felt pen or sharpie, as well as decorate the tags with markers or colored pencils.
 - d. Cut out the plant tag.
 - e. Write your name on the back of the tag.
 - f. Turn it in to be displayed.
 - g. If you finish with time to spare, you may either scroll through the images of the seeds to learn more about the garden, or use scratch paper to design a bulletin board displaying all of the third grader's plant tags.
8. Pass out the worksheets, allow students to get supplies, and begin working.
9. Students can clean up supplies and be ready to plant these lovely seeds in the garden soon! Inform them of the schedule for planting, and remind them to be prepared to be outside a little extra on that day.

Put their hard work on display!

Don't just send those tags home! Display the plant tags in the hallway so the school community can see what will be planted in the garden. This can be a simple display of their work, or you can create a bulletin board with more pizzazz and information. Ideally, this display will be somewhere that might be visible by parents and be able to stay up through the garden season, reminding students of the plants during harvest season. Ideas include:

- a. A title like "What Will Our Garden Grow?"
- b. Background to make it look like a garden bed.

- c. Pictures of the students enjoying the garden from years past.
- d. Information about Garden to Table - linked above in materials

Center 2: Summer Garden Planting

Procedure with the students in the Outdoor Education Space

1. Begin by informing students that as third graders, they have the privilege of planting the majority of the seeds for the summer garden. Explain that the garden is shared among all of the grades (see the text feature for details).
2. Ask if anyone has had experience planting a garden. Ask for some stories of successes and failures. Explain that as with all things, there are techniques and tricks based on knowledge and experience that can help achieve success. Imagine making a dinner from scratch with no recipe or advice! Do you think it would be better with some tips from a chef, or even a recipe? Gardening works the same way. Suggestions are often listed on the back of a package of seeds, or on the packaging with the plant that you buy from a nursery. What types of suggestions might we find on the package?
3. Review the planting requirements for that packet of seeds and double check that the school garden can provide the needs of this seed. For example:
 - a. Most vegetables like full sun. Does our school garden get plenty of sun?
 - b. Most vegetables need regular watering. Does our school garden have a reliable source of water (all of the garden beds have irrigation systems installed).
 - c. Most seeds need to be planted at a certain depth. Is our school soil garden deep enough to accommodate this?

Move into Garden Space

1. Once in the garden, take a few minutes for students to acquaint themselves with what is happening in the garden. This is a good time to share about what they ***notice or wonder***. They may comment on the fact that the lettuce has been harvested and the garden is ready for planting for the summer crop!
2. Begin by asking students to gather around a garden bed. Set the goal for the lesson by using the guiding question: **How do you plant a garden?** Model how to plant a seed and how to plant a start from a pot.

Planting from Seed	Planting from Seedling
<ul style="list-style-type: none"> ● Look for rows created in the garden bed 	<ul style="list-style-type: none"> ● Consider spacing needs and decide where to plant the seedling. Dig a hole about the size of the pot.

<ul style="list-style-type: none"> • Make sure you consider seed spacing and depth. • It is important to label the rows so the other classes do not plant on top of your seeds. 	<ul style="list-style-type: none"> • Place the potted plant in the hole to check for depth. The soil level in the pot should be even with the ground. • Gently remove the plant from the pot by squeezing the pot, tipping it upside down, and loosening the roots. • Place the plant into the hole, double checking for depth. • Return loose soil to fill in the hole, tamp it down around the plant with your hands, and pop in a plant label.
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3. Show the students the garden map. Help students to understand how to orient a map using landmarks, the compass rose, and how to read the legend for information.
4. Inform them of where their class will be planting today. Remind them that the other third grade classes will be planting (or already have planted) the other beds. Split the class into groups, and make sure there is an adult stationed at each planting area before you send the students to plant. Set the following expectations:
 - Plant where the adult tells you to plant. The maps have been planned with much consideration to the needs of the plants.
 - Do your best to keep the soil in the garden beds.
 - Be patient, you might need to wait to have a turn.
 - If you are not planting at the moment, it is helpful to make plant tags with the sharpies and popsicle sticks to label the garden.
 - After your area is fully planted, take turns watering the seeds with the watering cans.
 - Help by tidying up the area around the garden, stacking empty pots and collecting tools.
5. Gather the students together at the end of the planting. Challenge students to relate what they have learned about seeds and growing plants in their FOSS units throughout the year to what they have just done today. Remind them that they just planted the same plants that they just researched and to be sure to check up on the plants as they grow. Finally, students can be excited to harvest many of these vegetables when they return to school as fourth graders!
6. Ask students to help clean up and gather supplies, and remind them that they will need to wash their hands with soap once inside the building.

New Maps Every Year?
 Garden to Table uses the practice of crop rotation to maintain healthy soils, grow the most food, and reduce insects that eat vegetables. Crop rotation science was in part developed by George Washington Carver, a celebrated Black scientist from the 20th century. He recognized that the constant planting of cotton depleted the soil and reduced productivity in the fields. He traveled from town to town promoting better practices like crop rotation and planting nitrogen fixing legumes like peanuts, which is how he became known as the Peanut Man.

7. If possible, revisit the garden before summer vacation to check on everything you planted.

How do all the grades participate in the spring garden?

It takes careful choreography to share the joys and responsibility for a school garden. Third Grade has a large part of this dance, but for some background, here is how it works in the spring months of March, April and May.

- **5th grade** prepares the garden soil by incorporating cover crop.
- **1st grade** plants lettuce from starts.
- **4th grade** studies the lettuce as it grows throughout April.
- **2nd grade** harvests the lettuce.
- **3rd grade** plants the majority of the summer garden, with help from **PreK** who plants the pumpkin seeds, and **Kindergarteners** who plant sunflower seeds.

Come next school year, all of the students participate in the harvest in various ways!