

Sample Third Grade Module.

How Does Your Garden Grow?#					
	Day 1	Day 2	Day 3	Day 4	Day 5#
Literacy Focus	Seeds and the life cycle of fruits and vegetables	Connecting the garden, the grocery store, and the lunchbox	Moving the perspective from the local to the national	Moving the perspective from the local to the global in the larger web of life	Botanist biographies to inspire and challenge#
Suggested Reading	Book: <i>It's Harvest Time</i> by Jean McElroy	Book: <i>How Did That Get in My Lunchbox?</i> by Chris Butterworth	Book: <i>First Garden</i> by Robbin Gourley	Book: <i>Here is the Tropical Rain Forest</i> by Madeleine Dunphy	Book: <i>The Plant Hunters</i> by Anita Silvey
STEM Integration Activity Focus	Life cycles of many of the selected fruits and vegetables	Technology required to track food purchases from the garden to the grocery store  Guest speaker—a farmer— shares his experiences with the	Differences in growing seasons and the crops that are unique to varied parts of the United States  Graphing exercise of crop	Comparison of crops grown in the U.S. versus the global community  Continuation of graphing exercise of crop locations extending to include the	Local author invited to share her own research of foods found in the farmer's market in preparation for a book's manuscript  Students

		local farmer's market	locations within the U.S.	world	encouraged to write and illustrate their own gardening stories#
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### Sample Yearlong Progression of Schoolwide Event

August	Confirms the garden-based learning theme among faculty, students, and community; identifies the core leadership team including key faculty and students; and coordinates K–4 curriculum with theme#
September	Kick-off assembly held with press and central office personnel; guest speakers are identified and scheduled for the year; and core leadership team members research and narrow down the fruits and vegetables to be used in the taste testing garden party#
October	Schoolwide garden party taste testing event is held; and accumulated data is analyzed by the core leadership team members#
November	Core leadership team members meet with landscape designers and local builders to determine specific needs for the planting beds; a school-wide design contest for the planting boxes is held#
December	Physical activity is emphasized for teachers, students, and community members; and free health checks are provided for community members#

January	Announcement of the winning design for planting boxes is made; physical activity emphasis continues for teachers, students, and community members; and healthy food choices and recipes are shared through a schoolwide student-generated cookbook#
February	Aerobics sessions are offered after school for teachers, students, and community members; and the Counting Steps pedometer program and contest began for teachers and students#
March	Planting beds and benches are constructed by volunteers; the watering system is installed; the soil mixture is placed within the planting boxes; and the winners of the Counting Steps pedometer program is made #
April	Fruits and vegetables are planted by the students; ongoing writing projects are shared among students telling the journey of the garden project#
May	Student maintenance of the fruit and vegetable beds begin and continue until end of school year#
June	Community volunteers maintain gardens while students are away and continue until students return#
July	Community volunteers continue to maintain gardens; and some fruits and vegetables are showing signs of ripening; and harvests begin for community members#

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