

Transplanting

Mindfulness minute: If it speaks to you, take two minutes with your students before this workshop to slow down and root down with this mindfulness minute.

LESSON FOCUS AND GOALS

Adapted from the TeachingChannel.com

In this workshop students learn to transplant the seedling they've grown in the previous workshop.

Younger students learn to identify the different parts of a plant and their functions, as well as differences and similarities between plants and varieties. They discuss the relationship between the seedlings they transplanted and the insects they can find in the garden.

LEARNING OBJECTIVES

Grade 4

Science and Technology: Understanding Life Systems

OVERALL EXPECTATIONS:

2 - Investigate the interdependence of plants and animals within specific habitats and communities

3 - Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them

SPECIFIC EXPECTATIONS:

3.2 - Demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)

3.4 - Demonstrate an understanding of a community as a group of interacting species sharing a common habitat

3.5 - Classify organisms, including humans, according to their role in a food chain (e.g., producer, consumer, decomposer)

Grade 5

Science and Technology: Understanding Life Systems

SPECIFIC EXPECTATIONS:

2.5 - Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

Mathematics: Spatial Sense

OVERALL EXPECTATIONS:

E1 - Describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them

Health and Physical Education: Social-Emotional Learning Skills

SPECIFIC EXPECTATIONS:

A1.6 - Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making



Growing Up Organic
Grandir Bio

MATERIALS NEEDED

Seedlings to transplant
Garden Connection Circle worksheets (one per student)
Small spades
Clipboards + Pencils
Popsicle sticks and paint markers

STRUCTURE / ACTIVITY

Introduction

Review important concepts with students before getting started: food web, consumers, producers and decomposers. Review some of the connections already discussed between companion plants in the previous workshops and explain that this workshop will seek to uncover even more connections between living things, as well as between living and nonliving things in the garden.

Explain the stations and divide the students in two groups. Allow 20 minutes per station.

Part 1 Garden Connections

Invite the students to walk around the garden and observe it. In their journal, students record as many abiotic (nonliving) and biotic (living) elements as they can identify in the garden area. Beside each biotic (living) element, record whether it is a producer, consumer or decomposer. Using the connection circle print-outs, choose 7 abiotic and biotic elements at play in the garden and record one component per line around the circle. Students then draw a line between all the connections they can find between these elements of the garden ecosystem and label how the components are interconnected.

Part 2 Transplanting Seedlings and Planting Seeds

Depending on the time of year, distribute seedlings and seeds to students and have them follow the garden map (from the planning workshop) to transplant into the garden using the spades. Transplants and seeds should both be watered. Each student should identify their plant using popsicle sticks and paint markers. If students finish before the allocated time, invite them to help out with other gardening tasks: weeding, watering, and cleaning up the area.