**Hannah Magnusson (200402404)**

**Garden Exploration Project**

**Grade:** This project is designed for a **Kindergarten** classroom

**Project Topic:** This project is broadly defined as gardening exploration and the primary subject focus will be science as students work on observing plants grow.

**Main Outcomes:**

**LTK.1 Examine observable characteristics of plants, animals and people in their local environment**

1. Record with assistance, observable characteristics (e.g., colour, texture, odour, teeth, number of limbs, method of movement, method of breathing, number of leaves, shapes of leaves, types of leaves, eye color, height, and hair color) of plants, animals, and people found at school, home, or in the community, using terminology and language that others understand
2. Show respect for the needs of other people, other living things and the envrionment when observing and interacting with living things (e.g., show concerns for other students’ feelings, care for living things that are kept in their classroom, and willingly suggest how we can protect the envrionment).

**Additional Outcomes/Indicators:**

**USCK.1 Develop basic habits to establish healthy relationships with self, others and the environment**

1. Express what is known about healthy behaviours (e.g., sleeping, laughing, crying, observing nature, attending ceremonies, drinking water)

**CCK.1 Compose and create various visual, multimedia, oral and written texts that explore and present thoughts, ideas, and experiences**

1. Compose and create a variety of texts that address identity (e.g., explore interests), community (e.g., belonging), and social responsibly (e.g., contributing).

**CPK.4 Create art works that express own observations and ideas about the world**

1. Observe and identify details of the physical appearance of plants, animals, people, and objects, and create a visual representations

**Projected Time Frame for Project:** This Project is based on student engagement and their interests. If their interests begin to fade, new concepts and ideas for exploration will be brought forward, and if they don’t respond to the idea of new concepts, I may have to chose to conclude the project. My goal for this project is for it to be done over the springtime and lasting about one to two months. This time frame may also be affected by the weather and how flexible I can be with the student’s engagement.

**Phases:**

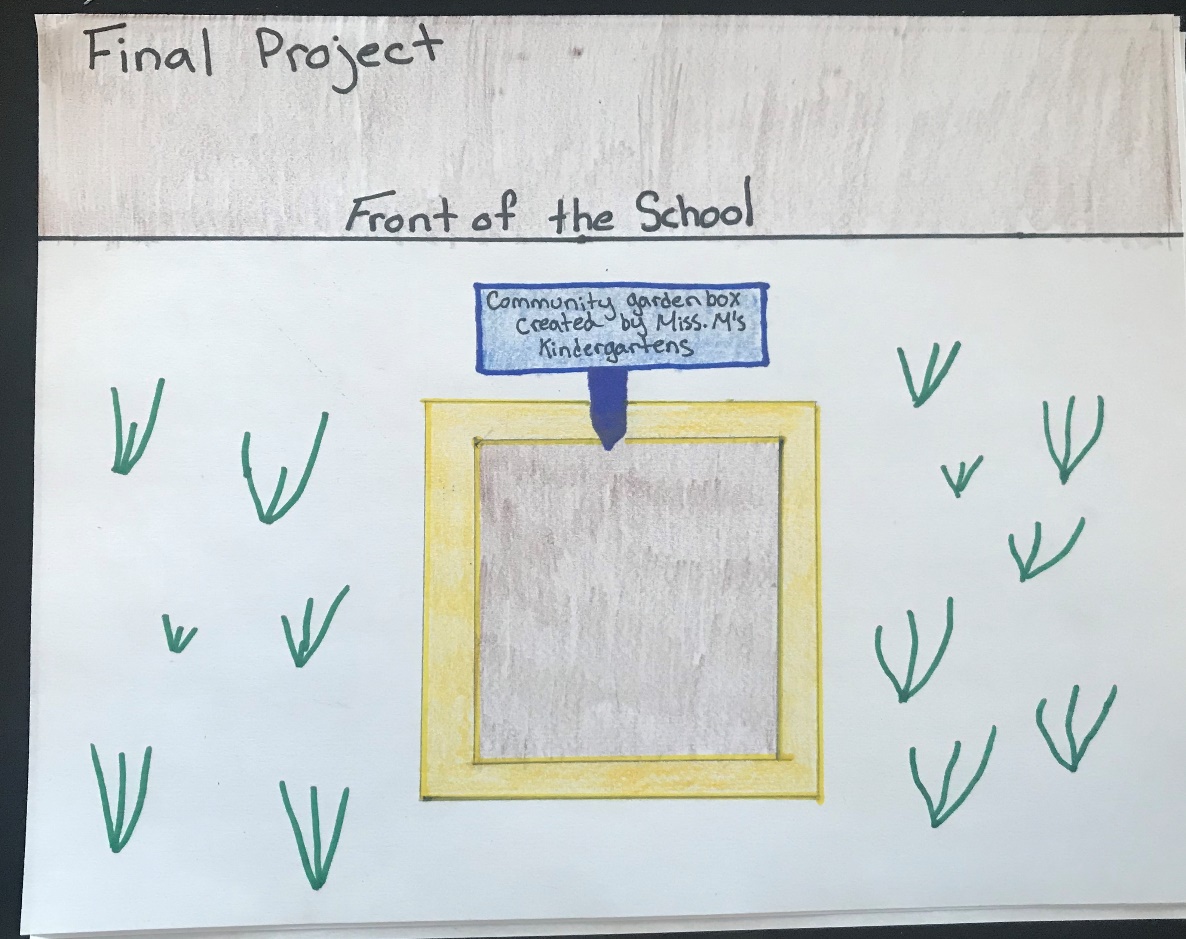
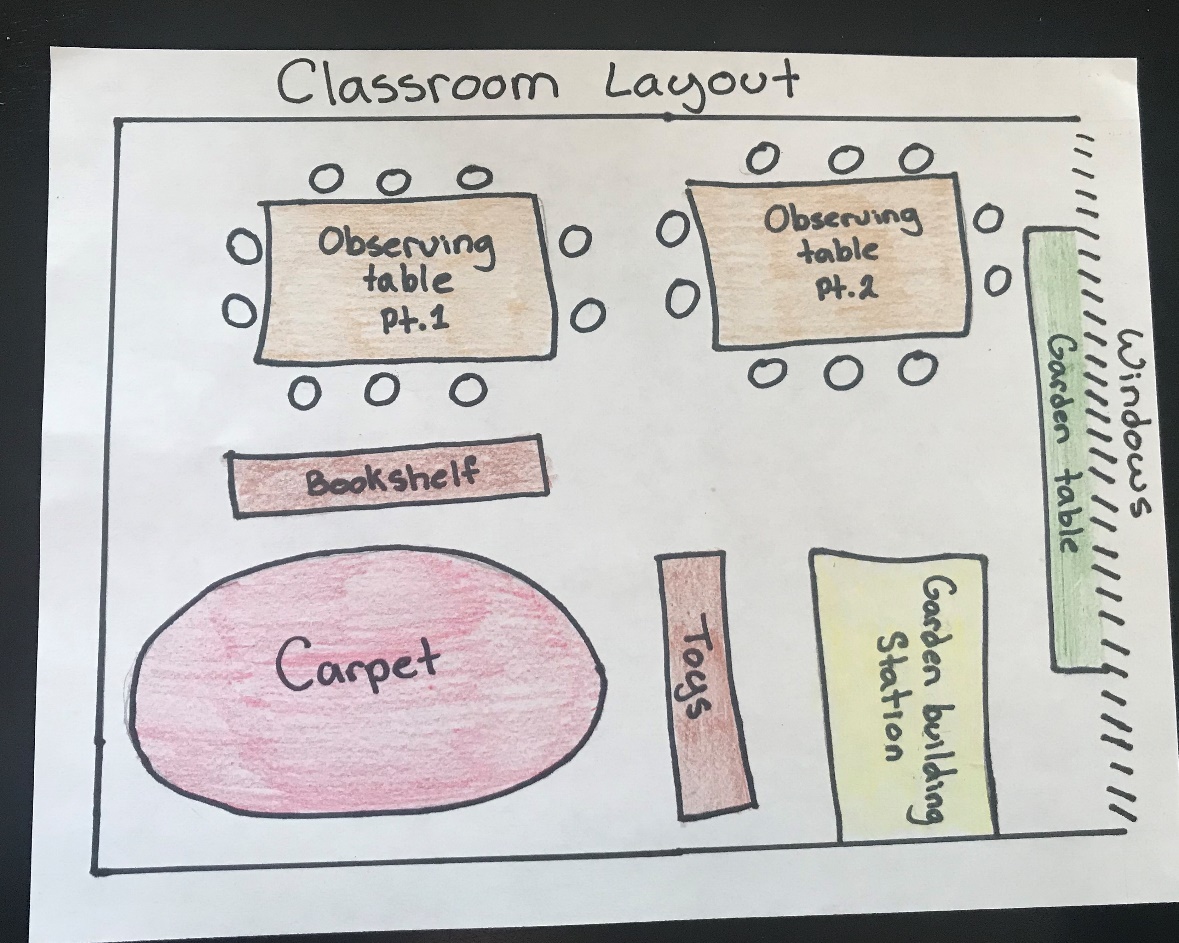
* Have the students participate in a discussion about what they know about plants and any questions they may have around plant growth.
* The first thing that I would do is take fully grown plants and let them observe the characteristics
* The students will build their vocabulary on learning about different parts of a plant and its growth
* The students will then learn about what it means to care for a plant
* Bringing in an experienced worker in the plant business, this could be a farmer or a floral expert or someone who runs a flower shop in the city
* The guest speaker in the classroom will teach the students about different flowers and different needs they may need to grow
* After the guest speaker the students will go for a nature walk around the school’s community and observe the different types of plant growth, this will be done with their big buddies
* Coming back to the classroom after the nature walk the students will work with their buddies to sort the plant types by characteristics
* I will then read them a book on how to properly plant a flower
* After this lesson I will teach them about the safety of using gardening tools
* They will then get several options of flowers to pick to grow
* This is a great place to learn about patience because it takes time for the flower to start to sprout
* While the plant grows, students will be required to write about what happened to the plant each week
* After learning all about plant growth the students will take a field trip to the local floral conservatory and take a tour of all the plants in the space
* Coming back to the classroom after the field trip to close the project the kindergartens will share their knowledge with the school buy building a community garden for the school for everyone to enjoy

**Role of Teacher:**

* Select authentic tasks
* Structure the lesson/activity
* Model
* Coach
* Scaffold
* Provide feed back
* Move learner form beginner to novice

**Philosophy/Rationale for Experiential & Project Based Learning:** My teaching philosophy embodies beliefs such as different types of play, differing environments and experiential learning, which will empower my students to take advantage for their own learning. I believe that object play can be very developmental for young learners. This allows students to play with toys and other objects and learn about the properties of the objects and try out how the move and develop problem solving skills when an object may not go their way. For this project approach I think object play will be something them helps the students learn about the growth of a plant and give them the opportunity to touch and feel the difference between may plants. Social play is another big aspect of my beliefs because it involves interaction between children their own age and with older ages as well. This is crucial for their development because it allows them to talk through their problems and lets them gain experience on how to communicate with others. Using this play technique in my project approach, students will be able to observe what other kids are learning by asking question they may have about a certain plant they are growing and how they are observing. This aspect would have to be done with some guidance at this young age and in smaller groups so that they do not get distracted. The last type of play that could be incorporated into this approach is language play. This would mean that the students would have to learn about the proper vocabulary while working with plants. I think I great idea for including this would be to bring in big buddies so that the older students can help explain to the younger students the meaning of the words, whether that’s through pictures, books or computer games. Differing environment for students can help gain interest and help them focus longer with changing the environment we teach in. Environments should facilitate exploration and discovery for enhancing children’s development and should provoke curiosity and interactions with others. With the changing of environments, it can help the students gain independence and responsibility because they have to be respectful to others and the community, which they are located in for this time. Using different environments for this project approach will be the key aspect because we will develop an understanding in the classroom first, then take that knowledge into the surrounding community on a nature walk and then with the final steps take the students to the floral conservatory where they can explore many different plant types and learn even more. Working through this project there will be a lot of open/closed environments because observing a plant and growing a plant can be done in so many ways. I may as a teacher tell them they have to plant a flower a certain way and in a certain pot, but on the other perspective Ivan tell them to grab a flower and figure out how to plant it on their own or with the assistance of a big buddy again. Having the ability to change the environments can be really beneficial to the students because it allows them to see how different settings change how some people behave. Finally, the use of experiential learning, this aspect of the project will allow the child to be seen as an individual and has a recognized place in society. This will greatly affect the child’s competence and the way I teach will help guide the students to become active members of society. I believe that it is essential for children to have open-ended experiences because it allows the child to direct their understanding and allows them to develop their own goals and expectations for a final project. During the project the students will have to opportunity to work one on one with themselves to develop and work through their problems in how they can grow a plant. With this project approach I believe it is important to make sure that the student’s interests are being met and if they aren’t, then to work together as a class to figure out how we can regain their interests. Working through project based learning with students will help develop there mental and physical understanding, as a teacher this is very important because I want my students to be able to be themselves in the classroom and not be shy to having their own opinion and way of learning/understanding.

**Visual Representation:** (on page 4)

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