

LESSON TITLE: ***“Organ”-ic Gardening***

Recommended Grade Levels: K-5th*

Time Allotted: 20 minutes

Of Participants: Class size: 10-30

Life Skill: Learning the steps needed to grow a fruit and vegetable garden

Character Focus: Self-responsibility, self-discipline

Integrated Curriculum Concepts**:

- Nutrition: Identifying fruits and vegetables that grow in a garden setting
- Language Arts: Active listening, following instructions
- Health Science: Understanding the environmental needs of plants in order for them to grow and thrive
- Social Studies: Understanding the process of a project

Key Concepts:

- Why gardens are an important part of healthy living
- Making the prospect of starting a garden manageable
- The importance of teamwork in making a project successful

What you Need for the Lesson:

- *“Organ”-ic Gardening* book

Getting Ready:

- Read and familiarize yourself with the book

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the children are, the more engaged they will be
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show the illustrations

* This story is written in a manner that is easily understood by younger children, who will enjoy listening during reading time. Older children (grades 3-5+) will learn valuable knowledge from reading this story aloud, preferably to younger peers, so they can practice peer leadership skills. All age groups can work together in any gardening activities as well.

** Reminder: To check out state specific curriculum standards for this story and all OrganWise Guys materials, visit <https://organwiseguys.com/curriculum/>.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to learn how The OrganWise Guys started their new garden and how they made it successful by making a plan, following it and working hard together.	Read the book (WITH ENTHUSIASM!) and have the children follow along and answer any questions or interact if they are supposed to.	Sit quietly and listen until interactive parts of book.
What was the first thing they had to do? (ANSWER: Decide which fruits and veggies they wanted to grow.)	Call on children who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What were some of the foods that Calci and Pepto came up with? (ANSWER: Strawberries, squash, carrots, cucumbers, zucchini, peppers, tomatoes, eggplant)	Call on children who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What did Sir Rebrum suggest they do to let others know what is growing in the garden? (ANSWER: Make garden signs.)	Call on children who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is the next important step in creating a garden once you decide what to plant? (ANSWER: Prepare the site by choosing a sunny spot and getting the soil just right.)	Call on children who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What decision did the group have to make about the best way to plant their garden? (ANSWER: Plant a raised bed or plant it directly into the ground.)	Call on children who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What was the final part of the process? (ANSWER: Planting and tending to the garden)	Call on children who have raised their hands to answer the question.	Respond and answer questions by raising hands.