

# A Year in the Garden

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## Standards of Learning

Science K.7, K.9, 1.4, 1.5, 1.6, 1.7, 2.4, 2.5, 2.6, 2.7, 2.8

English K.1, K.2, K.3, K.5, K.6, K.8, K.10, K.11, K.12, 1.1, 1.2, 1.5, 1.7, 1.10, 1.12, 1.13, 2.1, 2.2, 2.6, 2.7, 2.9

Mathematics K.5, K.10, 1.3, 1.11, 2.3, 2.20

## Objective

Students will:

- Listen to and discuss the book, *This Year's Garden*
- Review and illustrate the seasons in a garden

## Materials

- *This Year's Garden* by Cynthia Rylant
- Hand held hole punch
- Stapler
- Tape

Per Student:

- One white paper plate
- Crayons or markers
- Scissors
- Yarn- five pieces cut into approximately one foot lengths
- One or two sheets of construction papers or white drawing paper

## Background Knowledge

The seasons that our world goes through affect everything around us especially our farms and gardens. During the spring is when most people plant their garden full of flowers or vegetables. Then during the summer they have beautiful flowers or vegetables with the sun shining down on them or they pick them for their family to eat. In the fall most flowers die and most vegetables are picked because it starts to get cold and leaves from the trees start to fall. Lastly, in the winter, the garden is empty except for snow that has fallen on the ground. There are many objects that represent our different seasons, such as a sun or flower for summer, leaves or pumpkins in the fall, sleds or snow hats in the winter, and vegetables or bees for the spring. Introduce your students to the joys and rigors of a family garden with the children's book, *This Year's Garden*. Follow up the reading of this book with an engaging activity in which students illustrate the seasons of a garden as they create a mobile.

## Procedure

1. Read *This Year's Garden* and discuss with your students. This book illustrates the progression of the seasons as a family works in their shared garden. In addition to the science content, be sure to emphasize and discuss how the family cooperates and shares tasks in order to have a bountiful garden. Ask the students to brainstorm ways that they can illustrate each of the seasons in the garden based on the story.
2. Distribute one paper plate to each student and instruct them to draw lines dividing their plates into four equal sections. If fractions have been introduced to your students, this would be a good time to review!
3. Assign each segment of the paper plate a season and have the students write the name of that season at the top or bottom of that section.



4. In each section indicated, have the students draw a picture of what a garden would look like during that season, for a total of four pictures.
5. Next have the students design a symbol for each of the four seasons using the construction paper or drawing paper. Each symbol should be no larger than a fourth of the sheet of paper on which they are drawn, so cut them out if necessary. Examples include a flower for spring, the sun for summer, a leaf for fall, and a snowman for winter. These will dangle from the paper plate to make the lower portion of the mobile.
6. Attach one piece of the yarn to the top of the paper plate using either the hand held hole punch, stapler or tape. Attach the other four pieces of yarn to the symbols and then attach the symbols and then attach the symbols to their proper section on the plates.

### **Extension**

- Ask the students to share their mobiles. Why did they choose to illustrate the seasons the way that they did? Ask the students to explain why they chose particular symbols to represent the seasons.
- Do your students have family gardens? If so, ask them to share their experiences. If they do not have family gardens, share an experience of working together with other family members.

